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ABSTRACT

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315); it includes documents announced in the 1974 issues of "Research in Education" and journal articles cited in the 1974 issues of "Current Index to Journals in Education," and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American studies, American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self-concept, Puerto Ricans, Mexican Americans, student needs and characteristics, social influences; student attitudes, student teacher relationships, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this fourth annual supplement, lengthy document abstracts have once again been dropped in favor of brief annotations, supplemented by appropriate subject headings. (Author/JM)

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ERIC/CUE URBAN DISADVANTAGED SERIES
Number 41, July 1975

Human Relations in the Classroom
An Annotated Bibliography
Supplement IV

Raja Jayatilleke

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INTRODUCTION

This 1975 supplement to the four preceding bibliographies on human relations in the classroom* includes documents announced in the 1974 issues of Research in Education (RIE) and journal articles cited in the 1974 issues of Current Index to Journals in Education (CIJE). A manual search was conducted using 30 descriptors (subject headings) from the Thesaurus of ERIC Descriptors.

In this 1975 annual supplement, lengthy document abstracts have once again been dropped in favor of brief annotations, supplemented by appropriate subject headings. This change has been effected in view of the wider availability of RIE through an increasingly greater number of libraries, where full abstracts of the documents can be read and where, in many cases, the documents are on ERIC microfiche. Journal article citations continue to be followed by suitable subject headings and, in most cases, by brief annotations.

The availability and cost of the ERIC documents cited here are explained in the "Document Availability" statement on page 51. Journal articles are not available through the ERIC system, but may be read in many college, university, and public libraries.

* Human Relations in the Classroom: An Annotated Bibliography. ERIC/IRCD Urban Disadvantaged Series No. 22, June 1971. (ED 051 315)

Human Relations in the Classroom: An Annotated Bibliography, Supplement I. ERIC/IRCD Urban Disadvantaged Series No. 28, June 1972. (ED 064 417)

Human Relations in the Classroom: An Annotated Bibliography, Supplement II. ERIC/IRCD Urban Disadvantaged Series No. 33, June 1973. (ED 079 437)

Human Relations in the Classroom: An Annotated Bibliography, Supplement III. ERIC/IRCD Urban Disadvantaged Series No. 40, August 1974. (ED 102 226)

1. Alvord, David John. Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises from the National Assessment of Educational Progress. 1971. ED 089 931. Available from University Microfilms, Box 1764, Ann Arbor, Michigan 48106 (Order no. 72-5170, MF-$4.00; Xerox-$10.00).

   Achievement, Negroes, Science Education, Self Concept, Student Attitudes.

   A comparative study to assess relationship between achievement in science and 1) self concept, 2) attitude toward school. Correlations were significant for self concept and science achievement for all subjects, significant for attitude toward school and science achievement for black students only.

2. Antell, Will. Culture, Psychological Characteristics, and Socioeconomic Status in Education Program Development for Native Americans. University Park, New Mexico, New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, June 1974. 68p. ED 092 264.

   American Indians, Cultural Background, Educational Needs, Psychological Characteristics.

   Recommends program development for Indian Americans based on existing information. Author urges a compromise approach between native community life and existing educational institutions. Strongly recommends focusing research attention on curricular effectiveness.

3. Anzalone, J.S., Ed. Workshops for Counselors: Focus on the Black Student, 1970, 1971, 1972. Atlanta, Georgia, Southern Regional Education Board, 1973. 66p. ED 080 923.

   Counseling Effectiveness, Counseling Services, Negro Students, Workshops.

   A summary report of three Jackson State College workshops on pre-college counseling to benefit potential black post-secondary education candidates.

4. Apostle, Richard; and others. Social Indicators of Racial Perspectives. August 1974. 22p. ED 095 229.

   Attitude Tests, Racial Attitudes, Research Methodology, Surveys.

   A preliminary report of an investigation of the nature of racism, as a cognitive phenomenon. Describes elements of prejudicial attitudes (perceptions of differences, explanations of the source of differences, policy and personal involvement which perpetuates or diminishes racial inequalities). Presents six basic types of explanations, involving relationships among these components.

5. Archibald, Robert D.; Chemers, Martin H. The Relationship of Teachers' Cognitive Style to Minority Student Satisfaction. Journal of Afro-American Issues, 2 (1): 21-34, February 1974.

   Minority Group Children, High School Students, Student Attitudes, Teacher Attitudes.

   Reports a study undertaken in an attempt to determine if the traits of flexibility, openness, and sensitivity found in high school teachers would be associated with higher levels of satis-

faction among students in general and among minority students in particular, i.e., satisfaction with the teachers and the school environment.

6. Banks, Henry A. Evaluation of an Instructional Program in Training Teachers to Analyze Educational Materials for Possible Racial Bias. April 1974 31p. ED 090 307.

   Instructional Programs, Program Evaluation, Racial Discrimination, Teacher Education, Textbook Bias.

   Describes a program for primary teachers aimed at developing skills in judging appropriate texts for black children.

7. Banks, James A. Teaching for Ethnic Literacy: A Comparative Approach. Social Education, 37 (8): 738-750, December 1973.

   Ethnic Studies, Cross Cultural Studies, Minority Groups, Teaching Methods, Social Studies.

   Because ethnicity is a salient part of the American social system, the author discusses the need for students to be tolerant of cultural differences. In addition, definitions of ethnicity are given, developments of recent trends are briefly traced, and criteria for selection of ethnic minority content and the value of this content are discussed. Instructions for planning and teaching strategies are provided.

8. Banks, W. Curtis; Rompf, William J. Educative Bias and Preference Behavior in Black and White Children. Child Development, 44 (4): 776-783, December 1973.

   Self Concept, Elementary School Students, Racial Differences.

   Examined the phenomenon of self-rejection in black children using a game-like situation with either a black or a white child as a partner. No consistent results were found to support previous findings of black self-rejection.

9. Barnes, Evelyn M. Shiflett. Effects of Self-Instructional Module on Teacher Perceptions of Attitude and Values of Disadvantaged Inner-City Black Youth. Delta Pi Epsilon Journal, 16 (2): 12-16, February 1974.

   Negro Youth, Negro Attitudes, Teacher Education, Beginning Teachers.

   Perceptions of selected attitudes and values of disadvantaged inner city black youth differed significantly between preprofessional teachers exposed to and not exposed to a self-instructional module on such attitudes and values. No significant differences existed between their perceptions of these attitudes and values and demographic variables or previous contact with black youth.

10. Barra, Julia Ann. Selected Cultural Variables and the Reading Achievement of Black Inner-City School Children of Washington, D.C. 1973. 192p. ED 083 563. Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106 (Order no. 73-21, 728, MF-$4.00; Xerox-$10.00).

Cultural Factors, Family Structure, Reading Achievement, Reading Research.

A reading achievement study with the following findings: no correlation between ordinal position in the family or field dependent/independent factors and achievement; correlation between size of family and length of urban residence and achievement.

11. Bartel, Helmut W.; and others. A Sociometric View of Some Integrated Open Classrooms. Journal of Social Issues, 29 (4): 159-174, Fall 1973.

School Integration, Racial Attitudes, Race Relations, Integration Effects, Sociometric Techniques.

A sixteen-item sociometric device was administered to 160 children in grade k-4 in integrated open classrooms. Results showed that race is an important factor in determining sociometric choices even if the classrooms are integrated in relatively equal proportions.

12. Barton, Allen H. The Columbia Crisis: Campus, Vietnam, and the Ghetto. A Survey of Student and Faculty Attitudes and Behavior at Columbia University. New York, Columbia University Bureau of Applied Social Research, July 1968. 39p. ED 081 403.

Activism, Administrative Problems, Demonstrations (Civil), Higher Education, Surveys.

A questionnaire survey of Columbia University faculty and students following crisis indicated only a minority favored tactics of demonstrators while a majority favored some of their goals, believed police action excessively violent, believed administration negotiation insufficient, and believed crisis increased intra-university communication.

13. Batlle, Ana; and others. The Puerto Ricans: A Resource Unit for Teachers. New York, Anti-defamation League of B'nai B'rith. 1972. 65p. ED 091 463.

Ethnic Studies, Migrant Child Immigration, Migrant Problems, Puerto Ricans, Resource Units.

A curriculum guide for teachers of Puerto Rican children taking into account history, family, values, problems, and so forth. Resources listed.

14. Becker, Tamar. Black Africans and Black Americans on an American Campus: The African View. Sociology and Social Research, 57 (2): 168-181, January 1973.

Cross Cultural Studies, Foreign Students, Human Relations, Negro Students.

The article explores the manifestations and causes of strained relations between Africans and black Americans as well as between Africans and whites on the UCLA campus.

15. Berry, Gordon L. Self Concept and Need Factors of Inner-City High School Adolescents and Dropouts. Child Study Journal, 4 (1): 21-32, 1974.

Self Concept, Disadvantaged Youth, Achievement Need, Dropout Attitudes, High School Students.

This study compared the self concept and need variables of disadvantaged students: subjects from a continuation school (dropouts) with 80 subjects (matched for sex, race and age) who were

attending a large inner city high school. Data indicated that on most of the self concept and need variables there were significant differences between groups.

16. Bolling, John L. The Changing Self Concept of Black Children. Journal of the National Medical Association, 66 (1): 28-34, January 1974.

Self Concept Tests, Identification (Psychological), Negro Youth, Self Evaluation.

Black, black Puerto Rican, white Puerto Rican, and white children were instructed to draw and color with crayons two persons, one female and one male, in a study designed to validate a scale developed by the author to measure black identity for black subjects, ages five to seventeen.

17. Boyce, Elizabeth Robinson. An Exploratory Study of Two Inservice Training Programs for Twenty Teachers on Race and Poverty in the Inner City. 1972. 293p. ED 084 332.

Changing Attitudes, Inner City, Inservice Teacher Education, Social Studies.

A study to assess effects on teacher and student attitudes toward racial differences of an inservice training program. One group of teachers lived in a ghetto for 10 days; another spent 10 days studying racial differences, poverty, group dynamics. Following this period, each group developed a social science unit, based upon their experiences.

18. Boyd, William M., II. Black Student, White College. College Board Review, 90: 18-25, Winter 1973-74.

Higher Education, Negro Students, Student Attitudes, Race Relations, Caucasian Students.

A survey reveals how black college students at predominantly white institutions really feel about their educational environment and experience.

19. Brembeck, Cole S., Ed.; Hill, Walker H., Ed. Cultural Challenges to Education: The Influence of Cultural Factors in School Learning. 1973. 161p. ED 091 457. Available from D.C. Heath & Co., 125 Spring St., Lexington, Mass. 02173 ($14.00).

Cultural Factors, Cultural Pluralism, Educational Planning, Educational Problems, Minority Group Children.

This book examines social/anthropological issues in light of educational decision making. Sections include discussions of assimilation/separatism, multicultural schooling in a variety of geographic/cultural settings, capability of U.S. schools to respond to the challenge from the points of view of the anthropologist, the sociologist, the educational planner.

20. Bridgeman, Brent; Burbach, Harold J. Effect of Race of Successful Peer Models on Academic Expectations and Performance of Black and White Students. 1974. 11p. ED 091 468.

Elementary School Children, Learning Processes, Models, Motivation, Racial Differences.

black and white students. Black males who observed tapes of successful black models performed significantly better on an academic task than black males who observed successful white models.

21. Brophy, Jere E.; Good, Thomas L. Teacher-Student Relationships: Causes and Consequences. 1974. 400p. ED 091 495. Available from Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York 10017 ($5.95).

    Classroom Research. Expectation, Interaction Process Analysis, Student Teacher Relationship, Teacher Attitudes.

    This book brings together psychological research conducted in classroom settings as well as most research concerning intra-class group and individual differences as they relate to classroom interaction.

22. Brown, Charles J. The White Student Enrolled in the Tradiationally Public Black College and University. Atlanta, Ga., Southern Regional Education Board, Institute for Higher Educational Opportunity, September 1973. 29p. ED 083 904.

    Caucasian Students, College Students, Higher Education, Negro Colleges, Student Experience.

    Information about white students in predominantly black institutions: 1) even sex ratio, 50%+ married, mean age female 30, mean age male 27; 2) 2/3 full time, above average grades; 3) majority commutes; 4) 50% transfers from white institutions; 5) 1/3 having had reservations about enrolling, 56% having had little or no prior contact with blacks; 6) large percentage accepted black studies and non-academic activities; 7) apparently race insiginificant in social relationships.

23. Brown, Nina W.; Renz, Paul. Altering the Reality Self-Concept of Seventh Grade Culturally Deprived Girls in the Inner City. Adolescence, 8 (32): 463-474, Winter 1973.

    Self Concept, Females, Cultural Disadvantagement, Inner City, Elementary School Students.

    Two groups of seventh grade girls were selected to participate in a guidance course with emphasis on altering self concept and personal appearance.

24. Brown, Robert L. Social Distance Perception as a Function of Mexican-American and Other Ethnic Identity. Sociology and Social Research, 57 (3): 273-287, April 1973.

    Anglo Americans, Ethnic Groups, Identification (Psychological), Mexican Americans, Self Concept.

25. Buncombe, Mary H. Black Students on White Campuses: Damaged Goods. Toledo, Ohio, University of Toledo, Center for the Study of Higher Education, January 1973. 4p. ED 081 302.

    Higher Education, Negro Achievement, Negro Education, Negroes, Negro Students.

    Author expresses opinions about the situation blacks face in white universities: inappropriate

curriculum, unjust evaluation (either higher or lower standards than those set for whites), inadequate counseling. Black students must choose between a black institution which may have survival problems or a white institution as described -- with the responsibility for trying to effect pluralistic multiracial changes.

26. Burger, Henry G. A Manual in Cultural Sensitivity, With Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Revised edition, May 1971. Albuquerque, N.M., Southwestern Cooperative Educational Laboratory, May 1971. 185p. ED 091 109.

Cross Cultural Studies, Curriculum Development, Educational Anthropology, Ethnic Groups, Manuals.

A description of a curriculum plan designed to alleviate ignorance concerning ethnic differences in the U.S. by applying findings of cultural anthropology.

27. Busk, Patricia L.; and others. Effects of Schools' Racial Composition on the Self-Concept of Black and White Students. Journal of Educational Research, 67 (2): 57-63, October 1973.

Self Concept, Racial Composition, Student Attitudes.

Some of the purposes of this study were to determine if differences exist between students' self esteem and self concept of ability in integrated and segregated schools, and if these differences are related to the race of the students.

28. Cantor, Gordon N.; Paternite, Carl E. A Follow-Up Study of Race Awareness Using a Conflice Paradigm. Child Development, 44 (4): 859-861, December 1973

Elementary School Students, Racial Attitudes, Follow Up Studies.

Negative attitudes toward black students found in earlier studies were not replicated here.

29. Carl, Michael E.; Jones, Larry W. Some Preliminary Observations Regarding the Minnesota State Human Relations Requirement and its Effect on In-Service Teachers. 1972. 10p. ED 083 202.

Human Relations, Human Relations Programs, Inservice Teacher Education, Sensitivity Training, Teacher Certification.

Assessment of a mandatory (state of Minnesota) human relations component of programs leading to teacher certification. By means of a questionnaire authors found a majority of teachers believed the program appropriate to their needs and simulation/role playing helpful; in general, results indicated increased flexibility, awareness of need for behavior change and sensitivity toward others.

30. Carr, Maxine; Manning, Patricia. An Assessment of the Effects of a Simulation Game on Individual's Attitudes Toward Inner-City Low Socioeconomic Life Styles. A Practicum. June, 1973. 60p. ED 085 438.

Changing Attitudes, Classroom Games, Education Majors, Simulation, Urban Culture.

An empirical study of the relationships between simulation activities and attitude change (with an attempt at statistical analysis). Experimentals were exposed to a ghetto simulation situation of options and decisions; controls were given sociology lectures. Testing was done by means of a semantic differential.

31. Carter, Ernestine J. The Development of a Human Relations Model for Racially Mixed Philadelphia Schools. April 1974. 19p. ED 094 024.

Human Relations Programs, Program Development, School Integration, Urban Schools.

This study proposed to design a human relations program for racially mixed schools. Taken into account were: literature pertaining to the rationale of desegregation; national survey of desegregated schools and their human relations programs; identification of successes and failures among these.

32. Carter, Tyrone. A Structured Human Relations Program for Teachers. March 1974. 8p. ED 094 071.

Classroom Techniques, Human Relations Programs, Laboratory Training, Teacher Education, Urban Teaching.

Describes a structured human relations program aimed at facilitating teacher/student relations, including awareness exercises, simulation, films, discussion. In general, the program was more effective with elementary than secondary level students.

33. Children and Intercultural Education: Some Minorities Speak Out. Overview and Research. Are There Unwanted Guests in Your Classroom? Washington, D.C., Association for Childhood Education International, 1973. 73p. ED 092 649. Hard copy available only from A.C.E.I., 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 ($2.95).

Cultural Education, Curriculum Development, Ethnic Relations, Race Relations, Resource Guides.

An extensive curriculum guide (developed through a long-term project of the Association for Childhood Education International). Areas include: self perception of minorities; cultural pluralism and the need for early multicultural experience; program content.

34. Cirincione-Cole, Kathryn. Correlates of Culture-Conflict in Schools. April 1974. 32p. ED 089 928.

Conflict, Cultural Background, Ethnic Groups, Family Influence, School Orientation.

A measure of home/school conflict (locus of control, activity orientation, time orientation, authority relationships) to assess the relationship between such conflicts and academic achievement. Suggests inverse relationship between strength of native values and academic success.

35. Clifford, Miriam. Relative Potency of Teacher Attitudes Toward Black and Retarded Children.

Caucasian Students, Negro Students, Rating Scales, Retarded Children, Teacher Attitudes.

A teacher attitude evaluation toward children's behavior in the areas of introversion, distractibility, hostility. Teachers tended to view black children as (significantly) more introverted, districtible and hostile than white children. Among subjects were a group of educable mentally retarded black children, who were not viewed (significantly) different on these measures than their non-retarded black peers.

36. Coates, Brian; and others. Racial Preferences in the Behavior of Black and White Children. Chapel Hill, N.C., University of North Carolina, Research Council, 1972. 16p. ED 086 361 (Hard copy not available from EDRS, due to marginal legibility of the original document).

Childhood Attitudes, Elementary School Students, Racial Discrimination, Socialization, Sociometric Techniques.

A game and a sociometric interview to assess racial attitudes of black and white primary school children. Evaluation of the results of the game and interview indicated no differential behavior (in regard to race) by black or white children.

37. Cohen, Elizabeth G.; and others. Center for Interracial Cooperation. Final Report. Princeton, N.J., Educational Testing Service and Stanford, Calif., Stanford University School of Education, 1973. 215p. ED 095 253.

Changing Attitudes, Group Status, Junior High School Students, Program Evaluation, Racial Differences.

Describes a summer intergroup experience for black and white junior hihg school students. On the premise that white boys tend to dominate blacks in a group task, "Expectation Training" was employed whereby blacks were given the opportunity to be the teachers of the white boys. An alternative was small interracial groups working together, noncompetitively.

38. Cohen, Elizabeth G. An Experimental Evaluation of a Behavior Change Program for Black High School Students. Final Report. Stanford, Calif., Stanford University School of Education, 1972. 28p. ED 091 488.

Reading Development, Reading Interests, Reading Materials, Reading Research, Recreational Reading.

This study sought to identify specific reading material interests of first and second grade children across a range of variables -- sex, race, socioeconomic status, I.Q.

39. Coley, John Develin. The Relationship of Self-Concept Growth to Auditing Quotient, Cognitive Style, Teacher Assessment of Pupil Progress, and Reading Level/Grade Level Index for Boys Who are Remedial Readers. 1973. 192p. ED 089 214. Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106 (Order no. 73-28, 846, MF-$4.00; Xerox-$10.00).

Males, Reading Clinics, Reading Instruction, Remedial Reading, Self Concept.

Assessment of self concept change in boys enrolled in a summer remedial reading clinic. Among findings was a correlation between positive self concept growth and reading level index.

40. Coopersmith, Bruce. Attitudes and Employment Patterns of Teachers Who Received Pre-service Teaching Experience with Economically Disadvantaged Groups. Journal of Experimental Education, 42 (2): 18-22, Winter 1973.

Employment Patterns, Teacher Attitudes, Economic Disadvantagement, Student Teaching.

This study attempted to appraise the relative effects of Project COPE, a Glassboro State College program designed to offer junior year, elementary education students experience in teaching the deprived.

41. Corbett, Anne. How to Tackle Race Tensions. Times Educational Supplement (London), (3063) 6, February 8, 1974.

Race Relations, Negro Students, Inservice Teacher Education, Teacher Attitudes, Educational Improvement.

Discussed the results of a conference on community relations designed to guide teachers in their efforts to teach multiracial students.

42. Cress, Joseph W. Cognitive and Personality Testing Use and Abuse. Journal of American Indian Education, 13 (3): 16-19, May 1974.

Cognitive Tests, Culture Conflict, Minority Groups, Personality Tests.

The article discusses whether the cognitive potential of members of one cultural milieu can be assessed accurately by the tests of another culture.

43. The Cultural Literacy Laboratory: A New Dimension in Multicultural Teacher Education. Tucson, Arizona, University of Arizona, November 1973. 58p. ED 087 698.

Bilingual Education, Cross Cultural Training, Cultural Awareness, Cultural Pluralism, Teacher Education.

Describes the Cultural Literacy Laboratory, a method of increase educators' awareness of their own ethnicity and bring about skill in multicultural communication. Incorporates educators' previous social science concepts and provides new experience-based techniques practice. Evaluation instruments described.

44. Cusick, Phillip A.; Ayling, Richard J. Biracial Interaction in an Urban Secondary School. School Review, 82 (3): 486-494, May 1974.

Biracial Secondary Schools, Urban Schools, Interaction, Student Behavior, Student Attitudes.

Authors examined the real feelings behind the behavior of students at a biracial school.

45. Cusick, Phillip A. ; Ayling, Richard J. An Exploratory Study of the Formal and Informal Relationships Between White and Black Students in a Racially Mixed, Urban, Secondary School. East Lansing, Michigan State University, February 1973. 18p. ED 095 245.

High Schools, Race Relations, Research Methodology, School Integration, Social Relations.

A study to assess informal and formal relationships among black and white students in a racially mixed urban high school and to relate these to the larger context of the school organization. Findings included: minimal informal intercourse; administrative attempts to preclude potential racial conflict created an organizational structure which might be termed "repressive."

46. Davis, Charlotte D., Ed.; Stickney, Edith P., Ed. The Emerging Minorities in America: A Resource Guide for Teachers. Santa Barbara, Calif., Santa Barbara County Schools, September 1972. 256p. ED 091 458. Available from American Bibliographical Center, Clio Press, Riviera Campus, 2040 A.P.S., Santa Barbara, Calif. 93103 ($11.95).

Bibliographies, Curriculum Development, Ethnic Studies, Literature Guides, Teaching Guides.

A curriculum guide for teachers of minority group children, outlining cultural/historical contributions to the U.S. by various minority groups.

47. Davis, Gerald N. Making the Independent School Relevant to Blacks. Independent School Bulletin, 33 (1): 25-27, October 1973.

School Responsibility, Negro Teachers, Negro Students, African American Studies, Cultural Awareness.

A black teacher discussed the history of race factors he realized while he attended to his early teaching efforts and how he believed black students and teachers can learn a greater black perspective.

48. Davis, Sharon A. Student's SES as Related to Teachers' Perceptions and Ability Grouping Decisions. April 1974. 19p. ED 090 487.

Bias, Elementary School Teachers, Grouping (Instructional Purposes), Socioeconomic Status, Teacher Attitudes.

A study to relate teachers' criteria for ability grouping and students' SES. Teachers' rankings compared to children's scores on a reading comprehension test indicated some discrepencies. Teachers tended to rank on perceived ability, work habits and to some extent non-academic criteria, but not to the extent that is commonly believed.

49. DeLuca, Anthony P. Curbing Campus Violence. Carlisle Barracks, Pa., Army War College, February 1972. 28p. ED 084 961. Available from National Technical Information Service, Springfield, Va. 22151 (AD-766 127/5; MF-$1.45; HC-$3.50).

Activism, Dissent, Higher Education, Student Behavior, Students.

Concerns campus protests of the 60's. Discusses sources of conflict: Vienam war, injustice to minority groups, sociocultural phenomenon of prolonged dependency. Suggests solutions: codes of acceptable behavior of college students, revitalization of student governments, opening of channels of communication, and so forth.

50. Dembroski, Theodore M.; and others. Devaluation of Forbidden Toys Among Lower Socio-economic Children as a Function of Severity and Specificity of Threat. April 1973. 9p. ED 091 452.

Changing Attitudes, Childhood Attitudes, Lower Class, Preschool Children, Punishment.

This study was designed to further information about kind (loss of money or approval) and degree (severe or mild) of punishment as related to effective conditioning of low SES black children. Hypotheses supported: loss of money highly effective, severe threat highly effective, loss of approval ineffective.

51. Dillingham, McKinley; Johnson, T. Bradford. The Effects of Teacher Attitudes and Self-Concept of Students on Academic Success. Education for the Disadvantaged Child, 1 (4): 15-21, Fall 1973.

Negro Students, Secondary School Students, Self Concept, Teacher Influence, Academic Achievement.

Reports a study design 1) to assess the self concept of grade eight students and teacher attitudes at an upper grade center and 2) to relate student self concept and teachers' attitudes to pupil performance; 308 black eighth graders in Chicago participated as subjects.

52. Divney, Esther P. Helping Improve a Child's Self-Image. La Junta, Calif., Arkansas Valley Board of Cooperative Services, 1974. 5p. ED 091 625.

Childhood Attitudes, Identification (Psychological), Role Models, Self Concept, Self Esteem.

Based on results of previous studies indicating a correlation between self-acceptance and acceptance of others, this study tested elementary black children on these attitudes, before and after a program involving interaction with adult community models. Experimentals made significant gains over controls on measures of self-acceptance and acceptance of others. Implications for curriculum: inclusion of positive adult role models in the classroom.

53. Drake, Diana. Culture and Education: Mexican American and Anglo American. Elementary School Journal, 74 (2): 88-96, November 1973.

Cross Cultural Studies, Cultural Differences, Mexican Americans, Elementary Education.

Discusses what culture is, how it affects children's abilities and behavior, and its role in education. Teachers must be sensitive to the ways children from various cultures express themselves intellectually and value children's cultural differences.

54. Durrett, Mary Ellen; Kim, Chungsoon C. A Comparative Study of Behavioral Maturity in Mexican-American and Anglo Preschool Children. Journal of Genetic Psychology, 123: 55-62, September 1973.

Preschool Children, Behavior Development, Maturation, Cross Cultural Studies, Factor Structure.

The study revealed the Mexican American child's relative immaturity. Factor structures for both groups are analyzed.

55. Early Experience Program. Steubenville, Ohio, Steubenville College, 1973. 6p. ED 086 649.

Elementary School Teachers, Field Experience Programs, Preservice Education, Teaching Experience, Teaching Skills.

Describes a teacher training program involving field experience for freshmen through seniors (College of Steubenville, Ohio).

56. Edeburn, Carl E.; Landry, Richard G. Teacher Self-Concept and Student Self-Concept. 1974. 24p. ED 088 892.

Elementary School Students, Elementary School Teachers, Self Concept, Teacher Influence.

This study measured changes in third, fourth and fifth graders' self concepts over a year, in regard to the self concepts of their teachers. As evaluated, self concepts of both students and teachers diminished and a significant relationship was indicated between the self concepts of the two groups.

57. Ekstein, Max A.; Noah, Harold J. Metropolitanism and Education: Teachers in Schools in Amsterdam, London, Paris, and New York. New York, Columbia University, Institute of Philosophy and Politics of Education, 1973. 51p. ED 085 444.

Comparative Education, Cross Cultural Studies, Metropolitan Areas, Teacher Characteristics, Urban Education.

An investigation of metropolitan education comparing several countries. Hypothesis: metropolitan education is marked by non-national characteristics (heterogeneity, mobility, concentration of expertise). Includes discussion of metropolitan vs. non-metropolitan education characteristics within given nations.

58. Emmerich, Walter. Preschool Personal-Social Behaviors: Relationships With Socioeconomic Status, Cognitive Skills, and Tempo. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Princeton, N.J., Educational Testing Service, August 1973. 57p. ED 086 372.

Cognitive Development, Disadvantaged Youth, Interpersonal Relationships, Preschool Children, Response Style (Tests).

An Educational Testing Service Head Start longitudinal study to relate SES, cognitive skills and response tempo to personal-social behavior. Cognitive level prior to preschool entry correlated with personal-social behavior while SES did not; i.e., high cognitive skill level was associated with extroversion; fast response tempo with difficulty in adjusting to the preschool environment.

59. Epps, Edgar G. Cultural Pluralism. Chicago, National Society for the Study of Cultural Education, 1974. 180p. ED 094 065. Available from McCutchan Publishing Corp., 2526 Grove St., Berkeley, Calif. 94704 ($9.50).

Acculturation, Cultural Pluralism, Educational Problems, Minority Group Children, Public Policy.

A compendium of papers by various authors concerning issues in the role of the school in socializing the various ethnic minority Americans: Afro, Mexican, Indian, European, Asian, Puerto Rican.

60. Eubanks, E. Three Most Essential Teacher Attributes Needed for Success as Perceived by Teachers in Defacto Segregated Schools. 1972. 10p. ED 091 348.

Effective Teaching, Public School Teachers, Secondary School Teachers, Success Factors, Teacher Characteristics.

A study to ascertain which teacher attributes are related to successful teaching, using a sample of black and white teachers in de facto segregated schools. Significantly high correlations were indicated between success and 1) ability to exercise discipline, 2) ability to gain student respect, 3) self-assurance in the face of irritating student behavior.

61. Evaluation Guidelines for Multicultural/Multiracial Education. Designed Primarily for Secondary Schools. Arlington, Va., National Study of School Evaluation, 1973. 57p. ED 081 791. Hard copy not available from EDRS; available from National Study of Schools Evaluation, 2201 Wilson Blvd., Arlington, Va. 22201 (price not quoted).

Cultural Education, Evaluation Criteria, Program Evaluation, Racial Attitudes.

A guideline of objectives and evaluation techniques for schools committed to multicultural/multiracial education.

62. Fancher, Evelyn P. Educating Ethnic Minorities: An American Challenge. Negro Educational Review, 25 (1): 51-61, January 1974.

Minority Group Children, Educational Problems, Acculturation, School Role, Bias.

Analyzes the practice of stigmatizing children from minority families because they fail to adopt the culture of the majority, focusing on the dilemma that the schools, which have the responsibility for acculturation, are as guilty as other elements of society in condemning the persons for whom their services have been a failure.

63. Featherman, David L.; Hauser, Robert M. Design for a Replicate Study of Social Mobility in the United States. Madison, University of Wisconsin, Institute for Research on Poverty, July 1972. 55p. ED 090 418.

College Students, Educational Research, Negro Students, Student Attitudes, Student Characteristics.

A study of perceptions of students' enrolled in various colleges within Texas Southern University showed significant relationships between vocational choice, non-academic achievement and school enrolled in. Implications for guidance and curriculum development are discussed.

64. Felice, Lawrence G. The Effects of School Desegregation on Minority Group Student Achievement and Self-Concept: An Evaluation of Court Ordered Busing in Waco, Texas. Final Report. Waco, Texas, Research Development Foundation, June 1974. 221p. ED 094 096.

Academic Achievement, Integration Effects, School Integration, Self Concept.

The results of this study to relate busing of minority students and their academic performance (with most independent variables included in the analyses) indicated a significant decline in academic achievement among black bused students compared to black non-bused students.

65. Forbes, Norma. Effects of Attitude and Intelligence Variables Upon the English Language Achievement of Alaskan Eskimo Children. January 1972 68p. ED 092 293.

Bilingualism, Cognitive Development, Cultural Pluralism, Eskimos, Self Concept.

This studies relationships between bilingualism, cognitive growth and self concept. Compares results of Peal/Lambert (1962) study, which dealt with French Canadian children in Montreal, to results of similar study with Eskimo village children. Only some similarities were found between the results of the two studies. Assimilatory attitude among Eskimo children was related to form, not content, of mastery of English; self concept was signficantly correlated to cognitive ability and achievement in the use of English.

66. Foster, Herbert L. Ribbin', Jivin', and Playin', the Dozens: The Unrecognized Dilemma of Inner City Schools. 1974. 353p. ED 095 238. Available from Ballinger Publishing Co., Harvard Square, 17 Dunsher St., Cambridge, Mass. 02138 ($9.50).

Discipline, Inner City, Student Teacher Relationship, Urban Schools, Urban Teaching.

This author describes the failure of urban, black schools in terms of teachers' miscomprehension of students' behavior. It is the students who set the rules of the game, based on a "street-corner" lifestyle of manipulatory strategies.

67. Foulks, Sara L. A Comparison of Suspended and Non-Suspended Fourth-Grade Students in Urban Low Socioeconomic Level Schools on Two Measures of Self-Concept as-a-Learner. July 1973. 141p. ED 081 870.

Disadvantaged Youth, Elementary School Students, Self Concept, Suspension.

A comparative investigation to relate suspension and several variables, primarily self concept. Results indicated that fourth graders who have been suspended (compared to those who have not) are generally black, male, overaged for grade, deficient in academic skills and intellect, and score significantly lower on measures of self concept.

68. Gable, Robert K; Weinland, Thomas P. Self Concept: A Cross Cultural Study. 1973. 16p. ED 086 351.

Cross Cultural Studies, Cultural Differences, Elementary School Students, Self Concept, Social Development.

A comparative study of U.S. and Danish children's self concepts based on an hypothesis that differences may result from differences in values and child raising (among Danes, greater responsibility given to young children, greater commitment to the welfare state and sexaul equality). Results were inconclusive.

69. Garcia, Angela B.; Zimmerman, Barry J. The Effects of Examiner Ethnicity and Language on the Performance of Bilingual Mexican-American First Graders. Tucson, Arizona, University of Arizona, Center for Early Childhood Education, 1971. 17p. ED 089 852.

Cultural Factors, Elementary School Students, Mexican Americans, Motivation, Social Reinforcement.

This study hypothesized 1) praise from Mexican American adults would be more reinforcing than praise from Anglo adults and 2) praise in Spanish would be more reinforcing than praise in English. The first hypothesis was far more strongly supported than the second by the behavior of the Mexican American children.

70. Garcia, Ernest F. Chicano Cultural Diversity: Implications for Diversity. May 1974. 24p. ED 091 375.

Cultural Differences, Cultural Factors, Cultural Pluralism, Mexican Americans, Performance Based Teacher Education.

Suggestions for training teachers to work effectively with Chicano children: knowledge of the culture in order to create supportive environments for the children; knowledge of within group differences in order to attend to the needs of sub-groups; competency based training.

71. Gay, Geneva. Differential Dyadic Interactions of Black and White Teachers with Black and White Pupils in Recently Desegregated Social Studies Classrooms: A Function of Teacher and Pupil Ethnicity. Final Report. Austin, Texas, University of Texas, January 1974. 371p. ED 091 489.

Classroom Integration, Classroom Observation Techniques, Interaction Process Analysis, Racial Discrimination, Student Teacher Relationship.

Observational data collected in this study revealed that both black and white teachers of all grade levels use differentiated verbal behavior in regard to black and white students (allowing black students less opportunity for participation).

72. Gilbert, Katherine J. The Human Relations Class at Sir Winston Secondary School. Research Report. Vancouver, British Columbia, Vancouver Board of School Trustees, July 1972. 24p. ED 087 817.

Classroom Environment, Human Relations, Interpersonal Relationship, Secondary School Students.

Describes a human relations program offered to 10th graders as an alternative to four other courses. Program involved field trips, making a film, guest speakers, and choice of participation/non-participation in any activity by the students enrolled. A questionnaire administered after the course revealed that both students and parents felt the program facilitated interpersonal relations and individual choice but allowed for inactivity.

73. Giles, Raymond H., Jr. Black Studies Programs in Public Schools. February 1974. 158p. ED 094 085. Available from Praeger Publishers, 111 Fourth Ave., New York 10003 ($15.00, cloth).

African American Studies, Changing Attitudes, National Surveys, Program Evaluation, School Districts.

This study examines various ethnic and black studies programs and their impact on racial attitudes. Includes evaluation of curriculum guides (separate courses and curricular revision approaches), elementary level, and Afro-American studies programs, secondary level.

74. Goldman, Carla S.; Shipman, Virginia C. Risk-Taking 2; Technical Report 19. Disadvantaged Children and Their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series. Princeton, N.J., Educational Testing Service, December 1972. 9p. ED 081 832. Not available separately but as part of document number ED 014 813, 433p.

Disadvantaged Youth, Locus of Control, Measurement Instruments, Preschool Tests, Self Concept Tests.

A project to measure risk-taking among young children: choice between certainty (a bag with a toy) and uncertainty (a bag with either nothing or several toys). Risk-raking increased with number of trials, was significantly greater among boys, and sex x year interaction showed significantly greater increase among girls.

75. Green, Robert L. Significant and Unique Problems Facing Blacks in American Education. East Lansing, Mich., Michigan State University, November 1973. 16p. ED 095 236.

Change Agents, Educational Change, Educational Problems, Educational Researchers, Negro Students.

Addresses the issue of ethical education: majority students leave school with adequate intellectual skills and racial bias; minority students leave with inadequate skills and disillusionment. Factors which may alleviate bias among majority and instill self dignity among minority: objectivity as a force for social change; educational environment and effects on achievement; teacher attitudes.

76. Gridstaff, Carl F.; and others. Racial and Cultural Identification Among Canadian Indian Children. Phylon, 34 (4): 368-377, December 1973.

Identification (Psychological), Racial Recognition, American Indians, Preschool Children, Elementary School Students.

Reports an investigation of racial and cultural identification and preferences among Indian children in Canada, in which 36 Indian children and 35 white children from Ontario, ranging in age from three to seven, were given the "doll" test developed by Kenneth Clark.

77. A Guide for Teaching In and From an Urban School Environment, 1973. Plattsburgh, N.Y., State University of New York, College at Plattsburgh, 1973. 75p. ED 086 398.

Curriculum Development, Outdoor Education, Resource Materials, Student Developed Materials, Urban Education.

A curriculum guide developed by graduate students for the purpose of using urban resources (sidewalks, vacant lot, school grounds, etc.) to teach language arts, social studies, math,

science, physical education, and so forth.

78. Gunnell, James B.; and others. A Program to Increase Educational Research Awareness Among Undergraduate Students in Predominantly Black Institutions. Final Report. Tallahassee, Florida, Florida A & M University, May 1973. 21p. ED 082 642.

Educational Research, Higher Education, Institutes (Training Programs), Negro Education, Training Objectives.

Report on a 6-week training institute to orient selected black college students to empirical educational methodology. Author concludes that, despite limited resources, black colleges are capable of providing educational research experiences at the undergraduate level and makes suggestions for further the possibility (Federal funds, expansion of the institute described).

79. Hall, John A.; Wiant, Harry V. Does School Desegregation Change Occupational Goals of Negro Males? Journal of Vocational Behavior, 3 (2): 175-179, April 1973.

School Integration, High School Students, Negroes, Occupational Aspiration, Culturally Disadvantaged.

Instruments, designed to assess values which affect the motivation to work and aspiration levels, were administered to 600 Negro male seniors in Texas high schools. Results indicate that the degree and duration of school desegregation these students have experienced, ranging from less than one to more than 5 years, have had little effect on work values and occupational goals.

80. Harrison, Don K. Similarity-Dissimilarity in Counselor-Counselee Ethnic Match: An Investigation of the Attitudes of Black Counselees Toward White Counselors. August 1973. 12p. ED 082 087.

Affiliation Need, Counseling Effectiveness, Counselors, Negro Attitudes, Racial Factors.

Attitudes of black counselees toward white counselors were investigated according to two measures. Pre-test scores showed generally favorable attitudes toward white counselors, while post-test results indicated a significantly more negative attitude toward white counselors by black counselees who had seen black counselors than those who had seen white counselors.

81. Hartman, Marilyn D. A Psycholinguistic Study: Contrastive Analysis Teaching of Black and Standard Dialects to Junior-High Reading Subjects. 1972. 105p. ED 082 183. Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106 (Order no. 73-6385, MF-$4.00; Xerox-$10.00).

Contrastive Linguistics, Junior High School Students, Negro Dialects, Pattern Drills (English).

An experimental study concerning the teaching of English to speakers of Black English.

Experimentals were taught Black English according to foreign language contrastive analysis, pattern practice, oral drills; controls were given regular Standard English lessons. According to post-tests, controls were not fluent in Standard English.

82. Hawkins, Homer C. Why Can't We Teach Inner-City Children? Journal of Non-White Concerns, 2 (1): 51-54, October 1973.

Minority Group Children, Teacher Education, Educational Problems, Effective Teaching, Disadvantaged Youth.

Institutions that are responsible for teacher training programs must provide specific methods and techniques for successfully dealing with students whose background and ethnic heritage is other than white, protestant and middle class.

83. Hazeur, Felicie B. Symposium on "Dealing With Types of Test Biases When Black Students Are Concerned"--The Transition From High School to College: How Do We Bridge the Gap? 1973. 12p. ED 080 918.

Adjustment Problems, College Freshmen, Cultural Differences, Negro Students, Test Bias.

Social/psychological factors leading to failure among black freshment include: poor concepts of time utilization and organization, weak academic self-discipline, lack of parental exposure to college, one-way integration. Author supports cultural pluralism approach.

84. Healey, Gary W.; DeBlassie, Richard R. A Comparison of Negro, Anglo, and Spanish American Adolescents' Self Concepts. Adolescence, 9 (33): 15-24, Spring 1974.

Adolescents, Self Concept, Negro Attitudes, Spanish Americans, Ethnic Groups.

The purposes of this study were to determine 1) if differences existed in the self concept among Negro, Anglo and Spanish American adolescents and 2) the extent to which these differences were influenced by ethnic group membership, socioeconomic position, or sex, or the interaction among these variables.

85. Henderson, Edmund H. When Teachers Predict Success in First-Grade Reading. 1973. 14p. ED 095 856.

Elementary School Students, Prediction, Racial Attitudes, Reading Level, Teacher Background.

Attempt to relate teacher background, several student variables (test scores, race, SES) and teachers' expectencies in regard to reading ability of first graders. Various complex interactions were found, the most salient involving race and suggesting biase among both black and white teachers.

86. Hilliard, Asa G. Restructuring Teacher Education for Multicultural Imperatives. 1974. 15p. ED 091 380.

Cross Cultural Training, Cultural Pluralism, Education, Laboratory Techniques, Teacher

Attitudes, Teaching Skills.

The author states essential components of multicultural education: definitive program characteristics, teacher skills, teacher attitudes, teacher education methods.

87. Holtzman, Jo. Color Caste Changes Among Black College Students. Journal of Black Studies, 4 (1): 92-101, September 1973.

Negro Students, College Students, Negro Attitudes, Identification (Psychological), Individual Power.

Reports a case study at Forest Park Community College, St. Louis, Missouri, which demonstrated some important shifts in attitudes of blacks toward themselves; changes in the status hierarchy based on color gradations of lightness were demonstrated, as were relations of skin color to self ratings of personal "competence."

88. Hood, Elizabeth F. Educating Black Students: Some Basic Issues. 1973. 111p. ED 084 327. Available from Detroit Educational Consultants, Division of Ness Enterprises, 600 Pingree, Detroit, Mich. 48202 ($4.95).

Curriculum Development, Educational Planning, Educational Problems, Negro Education, Urban Education.

A collection of articles addressing concerns regarding the education of blacks in the 1970's.

89. Hopper, Robert. Is Deprivation Linguistic? Suggested Changes for Teacher Training Programs Concerned With Black English. November 1973. 9p. ED 085 801.

Negro Dialects, Nonstandard Dialects, Social Dialects, Speech Instruction, Speech Skills.

Concerns socioeconomic dialectical differences within Black English, the disagreement among linguists as to the nature of Black English. Advocates "social/contextual" approach -- fostering eloquence in varied social situations, with a common written language base.

90. Houston, Dorothy E. CUTE: A Training Program for Inner-City Teachers. Journal of Teacher Education, 24 (4): 302-305, Winter 1973.

Urban Teaching, Teacher Education, Inner City.

91. Hoxter, L. Teacher Attitudes and Cultural Differences. Alberta Journal of Educational Research, 20 (2): 133-145, June 1974.

Teacher Attitudes, Cultural Differences, Student Teacher Relationship, Teacher Qualifications, Ethnic Groups.

This paper is based on the assumption that a teacher must be prepared to deal effectively with students who are different, whether it be a question of socioeconomic level, race, color or cultural background.

92. Human Relations Education Project. Final Evaluation Report. Buffalo, N.Y., Board of Education, August 1970. 13p. ED 082 240.

Humanism, Humanization, Human Relations, Sensitivity Training.

Accomplished the planning of an effort to improve the teaching of human relations in grades k-12 of public and private schools in the Buffalo-Niagara Falls metropolitan region. It was felt that the participants increased their awareness of the importance of human relations in their classrooms and in their attitudes toward student behavior.

93. Hyram, George H. Urban Economic Factors in Education: The Knowledge Base for Pre- and In-Service Educational Personnel. January 1974. 84p. ED 095 175.

Culturally Disadvantaged, Economic Factors, Problems, Urban Education.

Addresses two areas of concern of professional educators dealing with the disadvantaged: 1) characteristics of the urban education situation (educational inequities, diminishing funds and rising costs, poverty, curriculum and teacher attribute needs); 2) problems of the disadvantaged (with suggestions for human relations oriented teaching strategies).

94. Idleman, Hillis K. Guidelines in Teaching the Disadvantaged. Albany, N.Y., New York State Education Department, Division of Education for the Disadvantaged and Division for School Supervision, August 1973. 41p. ED 083 435.

Compensatory Education, Curriculum Development, Disadvantaged Youth, Guidelines.

Guidelines for administrators, curriculum developers and teachers working with the disadvantaged. Priorities are: reading, mathematics, bilingual education. Also -- smaller classes, teaching assistants, team teaching, materials.

95. Ikeda, Kiyoshi; and others. The Association of Racial Status, Socioeconomic Status, and Measured Ability Upon Academic Performance in a Liberal Arts College. April 1971. 17p. ED 084 319.

Academic Ability, Academic Achievement, College Students, Racial Differences, Social Differences.

Preliminary findings concerning race, SES and mental ability in regard to achievement. Include: 1) achievement among blacks not significantly related to SES or mental ability; some relationship between these among whites; 2) lower mean GPA's in early semesters among blacks, associated with race when SES and mental ability are controlled. Later semester GPA's among blacks were more reflective of measure of mental ability.

96. Impact of a Preschool and Interracial Program. Project Termination Report. Cincinnati, Ohio, Cincinnati Public Schools, August 1973. 114p. ED 093 480.

Cognitive Development, Preschool Education, Preschool Evaluation, Race Relations, Social Development.

A final report of an ESEA Title III program in which a control group was matched with one group which involved parent participation and parent education, and another which involved parent education only. Disadvantaged and advantaged experimentals showed high I.Q. gains over a three year period. No racial bias in choice of playmates was in evidence.

97. Inglehart, Babette F.; Mangione, Anthony R. Multi-Ethnic Literature: An Annotated Bibliography on European Ethnic Group Life in America. New York, American Jewish Committee, Institute of Human Relations, May 1974. 62p. ED 091 701.

Annotated Bibliographies, Caucasian Race, English Instruction, Ethnic Studies.

An annotated bibliography to help secondary school and college teachers of English and social science improve the self images of white ethnic minority/immigrants. Includes: ethnic history, fiction, poetry, and so forth, related to the white immigrant experience.

98. Jaenen, Cornelius J. Minority Group Schooling and Canadian National Unity. Journal of Educational Thought, 7 (2): 81-93, August 1973.

Minority Groups, Nationalism, Educational History, Acculturation, Public Education.

Author examines a selection of educational provisions for minority groups at two different periods in Canadian history -- first, the historical background, second, the more recent experience of minority group integration and assimilation.

99. Jensen, Mary; Rosenfeld, Lawrence B. The Influence of the Mode of Presentation, Ethnicity, and Social Class on Teachers' Evaluations of Students. November 1973. 34p. ED 083 358.

Cues, Ethnic Stereotypes, Social Class, Student Evaluation, Teacher Attitudes.

A study concerning teachers' bases (race, SES) and methods (visual, aural) for stereotyping children. Teachers viewed videotapes of black, Anglo and Chicano children, middle and lower class. Statistical analysis of ratings on 15 semantic differential scales revealed significant effects: Anglos rated most positively, then blacks, last Chicanos; middle class Anglos and blacks were rated more favorably than lower class, while class made no difference in ratings of Chicanos. Aural presentation had more effect than visual.

100. Johnson, David L. Teacher-Pupil Interaction in Bilingual Elementary School Classrooms. March 1974. 32p. ED 089 900.

Bilingual Schools, Elementary Schools, Interaction Process Analysis, Mexican Americans, Student Teacher Relationship.

An observational study of student/teacher verbal interaction in bilingual elementary classrooms of varying ethnic, achievement, intellectual composition.

101. Johnson, James A., Jr. Ed. On the Interface Between Low-Income, Urban Black Children and their Teachers during the Early School Years: A Position Paper. San Francisco, Calif.,

Far West Laboratory for Educational Research and Development, November 1973. 331p. ED 091 469.

Early Childhood Education, Low Income, Negro Students, Student Teacher Relationship, Urban Education.

A position paper developed by Division IV of the Far West Laboratory, devoted to problems related to home/school linkage. Includes review of research, clarification of problems related to low income, urban, black children and teachers, and identification of areas for further research.

102. Johnson, Simon O. A Plan for Working with Students in a Cross-Cultural Education Program. 1974. 6p. ED 091 643.

Culture Contact, Intercultural Programs, Negro Students, Race Relations, Student Exchange Programs.

Describes a student exchange program in which white students spent a quarter at a predominantly black university and black students spent a quarter at a predominantly white university. Involved living in the homes of students of the exchange university, and so forth. Results indicated that students made an effective adjustment.

103. Jones, William L. The Importance of Black Identity to the Black Adolescent. Journal of Black Studies, 4 (1): 81-91, September 1973.

Racial Recognition, Identification (Psychological), Negro Students, Negro Attitudes, Adolescents.

Reports the results of a questionnaire study concerning the question of black identity which attempted to determine just how deeply it penetrated into the being of the black teenager who exhibits outward evidences of it in his clothing and hairstyles; respondents were black high school students and college undergraduates.

104. Kalactaca, Milo. Competencies for Teachers of Culturally Different Children: Teacher Competencies for Teaching Native American Children. June 1974. 18p. ED 091 379.

American Indians, Cultural Factors, Cultural Pluralism, Performance Based Teacher Education.

Suggestions for training teachers to work effectively with Indian American children: fostering ability to gain community support; giving special proficiencies in language, history, religion; various competencies in instruction and interpersonal relations.

105. Kaluzny, Suzanne M.; and others. The Effects of Race of Model on Imitative Behavior by Black and White Preschool Children. Negro Educational Review, 24 (3-4): 116-126, July-October 1973.

Preschool Children, Imitation, Role Models, Race Influences, Childhood Attitudes.

Reports a study to determine the presence or absence of racial preference in preschool children as indicated by their imitation of black or white filmed models, the results of which indicated that racial preference does not emerge at an early age through society as a whole.

106. Kaplan, Robert M.; Goldman, Roy D. Interracial Perception Among Black, White, and Mexican-American High School Students. Journal of Personality and Social Psychology, 28 (3): 383-389, December 1973.

Social Discrimination, Ethnic Stereotypes, Cultural Images.

Black, Mexican American and white high school students responded to a questionnaire as they thought one of the other groups would respond. Data suggests that blacks and Mexican Americans are more aware of each others' personality characteristics than those of the white students.

107. Katz, William A. The State of Black Studies in U.S. Schools Today: An Interview With LaMar P. Miller. New York, N.Y., National Center for Research and Information on Equal Educational Opportunity, April 1973. 2p. ED 085 429.

African American Studies, Curriculum Development, Elementary Education, Secondary Education, Teacher Education.

An interview with LaMar P. Miller of the Institute of Afro-American Affairs at NYU. Questions addressed included: recent changes in black studies programs, teacher recruitment, state of multicultural education, and so forth.

108. Kepler, Mary, Comp. Multi-Ethnic Guide, An Introduction, Working Draft. Pasadena, Calif., Pasadena Unified School District, 1972. 172p. ED 092 449.

African American Studies, American Indians, Asian Americans, Ethnic Studies, Mexican Americans, Social Studies Units.

A curriculum guide to help elementary school teachers and students to develop respect for ethnic strengths, differences and similarities. Includes sections dealing with specific minorities to be used separately or comparatively.

109. King, Charles E.; and others. Differential Responses to Black and White Males by Female Teachers in a Southern City. Sociology and Social Research, 57 (4): 482-494, July 1973.

Anglo Americans, Comparative Analysis, Negroes, Student Teacher Relationship, Teacher Attitudes.

White males were most skillful in teacher interaction and black males were least skillful of the 4 race-sex groups in 3 elementary schools in the South.

110. Kirby, David K. How Not to Teach Black Students: The Confessions of an Ex-Formula Man. April 1974. 8p. ED 091 704.

College Instruction, Literature Appreciation, Negro Students, Teaching Methods.

Suggestions for teaching literature to black college students without debilitating their self esteem: a workshop approach, involving self evaluation by students.

111. Kleinfeld, J.S. Classroom Climate and the Verbal Participation of Indian and Eskimo Students in Integrated Classrooms. Journal of Educational Research, 67 (2): 51-52, October 1973.

Classroom Environment, Verbal Communication, Classroom Integration, Self Esteem.

This study examined the relationship between village Indian and Eskimo students' perceptions of the classroom climate in integrated classrooms and their verbal participation in classwork.

112. Kleinfeld, Judith. Preparing Teachers for the Cross-Cultural Classroom. May 1974. 5p. Not available separately but as part of ED 094 917.

American Indians, Cross Cultural Studies, Eskimos, Relevance (Education), Teacher Education.

Author proposes a teacher education model designed to avoid non-productive preoccupation with cultural differences (characteristic of other programs). Rather than focusing on cultural differences and adaptive methods, emphasis is on fundamental principles involved in accomplishing a particular educational goal and how these principles can be expressed in view of cultural differences.

113. Knapp, Margaret O. Awareness of Black Dialects by First and Fifth-Graders as Related to Race, Socioeconomic Status, and Sex. January 1974. 187p. ED 086 966.

Language Research, Language Usage, Negro Dialects, Negro Youth, Standard Spoken Usage.

A thesis describing a study to assess relationships between several variables (age, sex, race, SES) and development of sensitivity to dialectical differences. Methodology involved having first and fifth grade subjects identify: race or SES of a speaker, whether a sentence in Black English or Standard English would be correct from the point of view of a teacher. Results: increased awareness with increased age of subjects, with no significant differences among students of varying race, SES, sex.

114. Lachat, Mary Ann. A Description and Comparison of the Attitudes of White High School Seniors Toward Black Americans in Three Suburban High Schools: An All White, a Desegregated and an Integrated High School. 1972. 261p. ED 083 329.

Caucasian Students, Doctoral Thesis, High School Students, Racial Attitudes, Racial Balance.

A doctoral thesis investigating the attitudes of white high school seniors toward blacks in 1) an all white school and 2) two desegregated schools. Taken into account was a distinction between desegregation and integration which involves efforts to facilitate interaction (school

philosophy, grouping practices, classroom racial balance, curriculum dealing with the black experience).

115. Lachat, Mary Ann. School Environments and Student Racial Attitudes. New York, N.Y., National Center for Research and Information in Equal Educational Opportunity, May 1973. 4p. ED 085 434.

High Schools, Integration Effects, Racial Attitudes, School Integration, Student Attitudes.

A short report of a study comparing attitudes of white high school seniors toward blacks in three suburban schools -- one all white, two desegregated. The study differentiates between desegregation and integration which involves conscious effort to facilitate interaction. Findings suggested this latter environment had positive effects on student attitudes.

116. Lazar, Alfred L.; and others. The Impact of Class Instruction in Changing Student Attitudes. Long Beach, Calif., California State University, Dept. of Educational Psychology, November 1973. 14p. ED 086 702.

Changing Attitudes, Handicapped Students, Special Education Teachers, Teacher Attitudes.

A study conducted to attempt to systematically alter attitudes of special education trainees toward the handicapped. On the Attitude Toward Disabled Persons Scale, males and females showed more positive post-test attitudes; on the Preferred Student Characterist Scale, males showed more positive post-test attitudes.

117. Leadership Training for Multicultural Understanding and Influencing Peer Behavior. A Case Study. Tallahassee, Fla., Florida A & M University, November 1973. 17p. ED 086 450.

Community Relations, Cultural Differences, Laboratory Training, Racial Differences, Teacher Education.

Describes a series of projects (HEW funded) to train young leaders and potential leaders to initiate improvements in multicultural relations. Involves laboratory-type experiences for master's students in project coordination, under professional supervision.

118. Lewis, Ralph; St. John, Nancy. Contribution of Cross-Racial Friendship to Minority Group Achievement in Desegregated Classrooms. Sociometry, 37 (1): 79-91, March 1974.

Minority Group Children, Negro Students, Academic Achievement, Classroom Integration, Integration Effects.

Reports on a study which examined the interconnection and interaction between social popularity and academic achievement of sixth grade minority group students in majority white classrooms.

119. Leyba, Charles F. Cultural Identity: Problems and Dilemmas. Journal of Teacher Education, 24 (4): 272-276, Winter 1973.

Cultural Differences, Cultural Environment.

The intent of this article is to explore issues that must be faced if institutions of education and ethnic communities are serious in their intent to develop multicultural education.

120. Light, Richard L. Issues in Teacher Preparation for Cross-Cultural Education. 1974. 12p. ED 093 181.

Bilingual Education, Bilingual Teachers, Cultural Pluralism, Teacher Attitudes, Teacher Education.

Discusses bilingual education teacher training as dealt with in the SUNY-Albany program. Native speakers are invaluable as teachers, but other considerations must be taken into account in program design: subject matter knowledge, balance between theory and practice-oriented activities, linguistic knowledge of dialect subtleties.

121. Lindberg, Dormalee H.; Swick, Kevin J. Developing Creative Materials for Teaching the Culturally Different Child. February 1973 5p. ED 090 159.

Creative Teaching, Culturally Disadvantaged, Preservice Education, Teacher Developed Materials, Teacher Education.

The needs of the culturally different child can be met better by preservice teacher training oriented toward creative teaching style than by recent mass-produced teaching aids for culturally different students. The paper makes specific suggestions for this type of training.

122. Lindberg, Dormalee; Swick, Kevin. Teaching Children About Cultural Differences: Process, Material, Activity, and Behavior. April 1973. 7p. ED 085 081. Hard copy not available from EDRS due to marginal legibility of original document.

Classroom Activites, Cultural Awareness, Curriculum Development, Early Childhood Education, Educational Objectives.

A paper describing multicultural education. Teachers and curriculum planners must concern themselves with: valuing classroom cultural diversity, planning curriculum to develop diverse talents, setting adult behavior models reflecting appreciation of cultural diversity.

123. Lindsey, Paul, Lindsey, Ouida. Breaking the Bonds of Racism. 1974. 242p. ED 090 352. Available from ETC Publishers, 18512 Pierce Terrace, Homewood, Ill. 60430 ($8.95).

Black Community, Ghettos, Life Style, Negro Education, Racism.

This books is a categorized compilation of the myriad questions which have been asked regarding racial differences and more specifically questions raised by educators.

124. Litcher, John H. Use of Multi-Ethnic Interaction to Change Attitudes of White Elementary School Students Toward Blacks. Psychological Reports, 33 (2): 367-372, October 1973.

Racial Attitudes, Instructional Materials, Change Agents.

Several pictures portraying varied mixed racial groups of children were used as part of a one month long curriculum unit. Results from white second grade students indicated that their attitudes toward blacks were not affected by the curriculum unit.

125. Little, William B.; and others. Differences in Intelligence Among Low Socioeconomic Class Negro Children as a Function of Sex, Age, Educational Level of Parents, and Home Stability. Journal of Genetic Psychology, 123 (second half): 241-250, December 1973.

Intelligence, Negroes, Preschool Children, Elementary School Students.

Examined changes in intelligence in Negro children at ages 4 and 7 as a function of sex, home stability and educational level of their parents. Results were interpreted as supporting an interaction hypothesis concerning the relative effects of heredity and environment on intelligence.

126. Lowe, Joseph M. Improving Interpersonal Relationships Among Senior High School Students in a Recently Desegregated School. Gainesville, Fla., Alachua County School Board, June 1973. 76p. ED 082 081.

Changing Attitudes, Group Guidance, High School Students, Racial Attitudes, School Integration.

A pilot project to assess group process and value clarification techniques in regard to changing attitudes. Subjects included black and white high school seniors. Results showed some positive change in attitudes toward self and others.

127. Lyons, James E. The Adjustment of Black Students to Predominantly White Campuses. Journal of Negro Education, 42 (4): 462-466, Fall 1973.

College Integration, Negro Students, Student Organizations, Student Attitudes, Student Adjustment.

In order to find out what black students are doing to survive on the predominantly white campus, questionnaires were mailed to a random sample of 140 colleges and universities; the individuals responding to the questionnaire ranged from undergraduate students to vice-presidents and provosts.

128. McClintock, Charles G. Development of Social Motives in Anglo-American and Mexican-American Children. Journal of Personality and Social Psychology, 29 (3): 348-353, March 1974.

Motivation, Social Behavior, Cross Cultural Studies.

The choice of behaviors of Mexican American and Anglo children in a maximizing difference game were compared to study the development of social motives.

129. McNeill, Earle D.; and others. Racism and the Helping Relationship: One Method for Increasing Awareness. May 1973. 12p. ED 082 102.

Attitudes, Helping Relationship, Human Relations Programs, Racism, Sensitivity Training.

This paper describes a human relations program (role playing, sensitivity groups) attempting to alter the white, middle and upper class preference attitudes among a group of nursing students. The attempt met with some success.

130. Mangione, Anthony R. The Story That Has Not Been Told. November 1973. 31p. ED 088 088.

Annotated Bibliographies, Ethnic Studies, Immigrants, Literature Guides.

This is an annotated bibliography of fiction and non-fiction, generally originally written in English, by and about the major white ethnic groups in the U.S. It is designed for English and social studies teachers to aid in improving the immigrant child's self image and foster understanding of cultural diversities.

131. Marascuilo, Leonard; Dagenais, F. Identification of Social Groups Based on Social Integration in a Multi-Racial High School. April 1974. 58p. ED 094 031.

Cluster Analysis, High Schools, School Integration, Social Integration, Violence.

A study to investigate conflict in a racially mixed secondary school. An hypothesis was that socially integrated students would have fewer experiences of conflict than socially isolated students and groups of students. Because of the low frequency of conflicts the hypothesis could not be supported.

132. Marble, James Marion. An Analysis of the Effectiveness of Individualized Reading Instruction upon Self-Concept of Disadvantaged Students with Reading Disabilities. 1973. 60p. ED 089 259. Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106 (Order no. 74-2898, MF-$4.00; Xerox-$10.00).

Elementary Education, Individualized Reading, Reading Instruction, Self Concept, Teaching Methods.

This study, experimental design, supported the hypotheses that one year of individualized instruction for children having reading difficulties would show no significant gains on a measure of self concept.

133. Marx, Ronald W.; Winne, Phillip H. A Validation Study of Self-Concept in Low SES Black Children With Implications for Educational Programs. Stanford, Calif., Stanford University, Center for Research and Development in Teaching, April 1974. 17p. ED 090 306.

Academic Achievement, Lower Class Students, Negro Youth, Self Concept, Validity.

A validation study undertaken in light of emphasis on programs to enhance self concept and achievement. A hierarchical model of self concept is proposed and educational implications drawn.

134. May, Florence A.; Guice, Gloria. Increasing Compatibility Between Educational Practices and Educational Needs of Pupils Who Are Black. San Francisco, Calif., San Francisco

Unifed School District, September 1972. 52p. ED 085 448.

Curriculum Development, Educational Planning, Negro Students, Secondary School Students, Student Needs.

Discusses the anxiety felt by teachers who are, for the first time, trying to teach people about whose culture and background they know little or nothing, and how educational change could deal with the sources of that anxiety. Also focuses on implications of blackness for the Junior High and Senior High School Teacher.

135. Mayher, John Sawyer. Yes, Virginia, There is a BEV (Black English Vernacular). March 1974. 11p. ED 090 560.

Language Standardization, Negro Dialects; Nonstandard Dialects, Standard Spoken Usage, Written Language.

The author argues that Black English Vernacular is widely used by black and other non-native speakers of all ages and is as valid and potentially expressive as any English dialect. Teachers must become more sensitive to BEV and explain to their students the difference between written and spoken language conventions.

136. Mendenhall, Betty J. Developing Self-Acceptance and Reading Achievement Among Second Grade Chicano Children. 1973. 145p. ED 089 229. Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106 (Order no. 73-23,2828, MF-$4.00; Xerox-$10.00).

Activities, Grade 2, Language Arts, Mexican Americans, Reading Achievement, Self Concept.

A study to assess effects on self concept (Chicano children) of curriculum activities reflecting each child's individuality and giving supplementary language experience. Findings indicated that the program had no significant effects on self concept.

137. Miller, A. G. Integration and Acculturation of Cooperative Behavior Among Blackfoot Indian and Non-Indian Canadian Children. Journal of Cross-Cultural Studies, 4 (3): 374-380, September 1973.

American Indians, Acculturation, Intergroup Relations, Caucasian Students.

The purpose of this study was to observe the effects of acculturation in intragroup cooperation and competition among Blackfoot and white Canadian children; teams of boys from an integrated elementary school played a game on the Madsen Cooperation Board.

138. Miller, Bernice J. Inner City Women in White Schools. Journal of Negro Education, 42 (3): 392-413, Summer 1973.

Inner City, Negro Students, Womens Education, Adult Education, College Programs.

Overviews the recent movement toward career education within continuing education at the higher educational level, addressing the needs of black people and particularly those of mature black women in a college setting.

139. Mooney, Ross L.; Smilansky, Sara. An Experiment in the Use of Drawing to Promote Cognitive Development in Disadvantaged Preschool Children in Israel and the United States. Final Report. Columbus, Ohio, Ohio State University, Research Foundation, September 1973. 200p. ED 082 842.

Art Activities, Cognitive Development, Cross Cultural Studies, Disadvantaged Youth, Preschool Children.

Investigation of methods of using drawing to develop cognitive abilities of disadvantaged preschoolers (in Tel Aviv and American Mid-West). A control group was matched with four experimental methods groups -- Discussion, Observation, Touch, Technical Training -- to emphasize the child's knowledge about his drawings. Experimental methods were related to significant cognitive gains (over control group), cross-culturally.

140. Moran, Roberto E., Ed. Proceedings of the Conference on Ecological and Cultural Factors Related to Emotional Disturbance in Puerto Rican Children and Youth, Barranquitas, Puerto Rico. December 1971. Rio Piedras, Puerto Rico, University of Puerto Rico, College of Education, December 1971. 161p. ED 088 984.

Cultural Factors, Curriculum Development, Emotionally Disturbed Children, Environmental Influence.

Report on a conference designed to bring together 1) behavioral scientists and physicians and 2) educators for the purpose of bringing to bear the knowledge of the former upon curriculum design to educate emotionally distrubed children in Puerto Rico.

141. Morrison, James L.; Stoltz, Ronald F. The Role of Oral Communication in the Community College for the Culturally Different. July 1973. 11p. ED 083 650.

Communication Skills, Community Colleges, Cultural Differences, Culturally Disadvantaged, Oral Expression.

Author assumes the position favorable to adequacy of black oral speech (a product of cultural difference, not cultural disadvantagement). Suggestions for bi-dialectical instruction at the community college level.

142. Morse, Roberta N.; Piers, Ellen V. Variables Affecting Self-Concept in Black Disadvantaged Boys. 1973. 13p. ED 090 330.

Disadvantaged Youth, Elementary School Students, Negro Students, Self Concept.

A study of self esteem among black disadvantaged children to investigate factors believed related, regardless of adverse environment and race. Factors related to self esteem included: peer relationships, test achievement, mother/child relationship.

143. Mungo, Samuel J.; Durham, Joseph T. Training of "Disadvantaged" Teachers for Urban School Districts. Marquette University Education Review, 4 (2): 37-48, Fall 1973.

Teacher Education, Urban Teaching, Urban Schools.

The Peoria Teacher Education Program is a community-based program designed for teacher trainees planning to teach in urban secondary schools, especially those from small towns.

144. Myares, Javier; and others. Expectations of Black and White University Freshmen. College Park, Maryland, University of Maryland, Cultural Study Center, 1973. 9p. ED 082 708.

College Environment, College Freshmen, Expectation, Higher Education, Student Attitudes.

A standardized measure of university students' perceptions and expectations (College and University Environment Scales) was administered to black and white freshmen. Statistical analysis indicated that blacks expected significantly more Practicality and Propriety and significantly less Awareness.

145. Nelsen, Edward A.; Uhl, Norman P. The Impact of College Upon Social Characteristics and Attitudes of Studens Enrolled in Three Predominantly Black Colleges. 1974. 19p. ED 090 848.

College Students, Higher Education, Negro Colleges, Social Characteristics, Student Attitudes.

A questionnaire was administered to students enrolled in predominantly black colleges, as they entered as freshmen and as they graduated. Findings indicated trends toward increased family independence, cultural sophistication, liberalism, and so forth.

146. Nist, John. Handicapped English: The Language of the Socially Disadvantaged. 1974. 263p. ED 089 344. Available from Charles C. Thomas, Publisher, E. Lawrence Ave., Springfield, Ill. 62717 ($12.95).

Cultural Factors, Disadvantaged Youth, English Instruction, Minority Groups, Nonstandard Dialects.

This book confronts issues of social/psychological difficulties faced by native-speaking minority groups and criticizes U.S. public school system teaching strategies.

147. O'Donnel, Holly. ERIC/RCS Report: Cultural Bias: A Many-Headed Monster. Elementary English, 51 (2): 181-214, February 1973.

Minority Groups, Catholics, Racial Discrimination.

A recent test case may relate significantly to the interests of many "Catholic ethnic" minorities in relation to school admissions and job opportunities.

148. Ohberg, Hjordis G. Achievement of LSE Black Children With Teachers of Different Sex and Ethnic Identity. 1970. 11p. ED 083 219.

Achievement Gains, Ethnic Groups, Negro Achievement, Sex Differences, Teacher Characteristics.

A longitudinal study of black elementary students' achievement in relation to race and sex of teachers. Among findings: non-significant reading gains, significant arithmetic gains for all children over two years time; sex x ability revealed girls outperforming boys; significant arithmetic gains for children taught by teachers of the opposite sex, this finding related to overall gains by students taught by opposite sex teachers.

149. Onouye, Wendy. A Guide to Materials for Ethnic Studies, Revised. Seattle, Wash., Shoreline Community College, Learning Resource Center, 1972. 178p. ED 090 111.

American Culture, Bibliographies, Cultural Education, Ethnic Studies, Minority Groups.

A bibliography of ethnic studies materials, most of which were published in the 60's and 70's.

150. Orrick, William H., Jr. Shut It Down! A College in Crisis, San Francisco State College, October 1968 to April 1969. A Staff Report to the National Commission on Causes and Prevention of Violence. San Francisco, Calif., San Francisco State College, June 1969. 184p. ED 084 953.

Activism, College Students, Higher Education, School Boycotts, Student College Relationship.

A review of the San Francisco State College strike and activities October 1968 through April 1969: why it was the first and why it involved the community, city and state leaders. A description of the California system of higher education and an analysis of the Black Student Union, who led the strike.

151. Parish, Thomas S.; Lambert, Frank. Changing Anti-Negro and Anti-Vietnamese Attitudes in Children Using Classical Conditioning Procedures. April 1973. 16p. ED 089 831.

Changing Attitudes, Classical Conditioning, Negroes, Racial Attitudes, Vietnamese.

A study to determine attitude effects of pairing positively evaluated words and pictures in a classicial conditioning paradigm. Caucasian subjects showed significant increase in favorable attitude toward Vietnamese but not toward blacks.

152. Parkay, Forrest. The Inner City High School. School Review, 82 (3): 468-485, May 1974.

Inner City, High Schools, Student Teacher Relationship, Student Characteristics, Educational Objectives.

Author was concerned with the quality of educative dialogue between students and their teachers. He described six inner city types of students as well as the myriad problems facing the urban/ghetto teacher.

153. Parker, Ernest L. A Comparison of Educational Motivation: Northern Black Students Versus Southern Black Students. International Journal of Continuing Education and Training, 2 (3): 247-252, Winter 1973.

Student Motivation, Negroes, Relevance (Education), Cultural Differences.

Citing reasons for the higher motivation among Southern black students than Northern black students, Parker examines the influence of the black colleges in the South in that context. He proposes making education and the total Northern school system, especially continuing education, relevant to blacks to achieve greater motivation.

154. Patchen, Martin; Davidson, James D. Patterns and Determinants of Inter-Racial Interaction in the Indianapolis Public High Schools, Final Report. Lafayette, Ind., Purdue University, Department of Sociology and Anthropology, July 1973. 396p. ED 095 252.

High School Students, Race Relations, Social Relations, Surveys.

Examines black/white student relations in the public high schools in Indianapolis. Based on interviews and questionnaires, racial relations appeared related to experience outside the school, personal characteristics, characteristics of the school setting, and students' attitudes toward another race.

155. Paulston, Christina Bratt. Teaching the Culturally Different Pupil. Allentown, Pennsylvania, Allentown School District, 1973. 14p. ED 094 560.

Bilingual Education, Cultural Awareness, Cultural Differences.

Suggestions for working with the culturally different child. Author rejects cultural deprivation as a valid concept; proposes that all dialects are as linguistically valid as Standard English; underlying ethical similarities may have different manifestations; consistent behavior is an essential attribute of a teacher; and so forth.

156. Penick, Benson E. Factors Affecting Occupational Choice, Self-Conceptualization, and Attitude Toward Military Service Among Black High School Seniors, Pittsburgh, Pennsylvania, Carnegie-Mellon University, June 1973. 37p. ED 094 127.

Military Service, Negro Attitudes, Occupational Choice, Self Concept.

A study to relate 1) black high school seniors' responses on a job-related factor questionnaire, 2) self concept and 3) Navy recruiters' ability to predict attitudes toward military service based on the students' responses on the questionnaire. Recruiters' prediction ability was poor. Factors related to recruitment included academic achievement and SES (middle class students were more likely to volunteer than lower class students -- a reflection of the tight professional job market?)

157. Peterson, Roy P.; Peterson, Juanita Betz. Southern White Institutions and Black Students: A New Partnership. Educational Record, 55 (1): 13-22, Winter 1974.

Higher Education, Southern Schools, Negro Students, Racial Attitudes, Race Relations.

158. Powell, Gloria J. Black Monday's Children: A Study of the Effects of School Desegregation on Self-Concept of Southern Children. 1973. 334p. ED 086 780. Available from Meredith Corp., 440 Park Ave., New York, N.Y. 10016 ($16.50).

Integration Effects, Negro Students, School Integration, Self Concept, Southern Schools.

The books concerns desegregation and the black child's self concept, with an underlying thesis that prior to 1954 Southern black children had low self concepts compared to whites. The book includes a review of studies of racial identity, self concept, etc., of the 50's and 60's and describes a more recent study to assess self concepts of 7, 8, and 9th grade students in three Southern cities.

159. Pugh, Lee G. Teacher Attitudes and Expectations Associated With Race and Social Class. April 1974. 27p. ED 094 018.

Junior High School Student, Racial Attitudes, Social Attitudes, Speech Evaluation, Teacher Attitudes.

Teachers were asked to judge academic ability and classroom behavior of students (upper-middle, middle and lower class) on the basis of tape recordings of their voices while reading. White students were perceived more favorably than blacks by both black and white teachers: Black teachers judged all students more favorably than white teachers. No significant differences appeared between black and white teachers' judgments in relation to social class of the students.

160. Puricelli, Angelo H.; and others. The Institute to Assist Schools in Dealing with Problems Occasioned by and/or Incidental to Desegregation: Final Report. Changing Crisis to Challenge: An Approach to Equal Educational Opportunity. St. Louis, Mo., University of Missouri, Extension Division and School of Education, 1972. 215p. ED 081 865.

Changing Attitudes, Institutes, Integration Methods, Teacher Attitudes.

An Office of Education funded Institute, composed of St. Louis school teachers, lasting June 1972 - June 1973, was formed to sensitize teachers to the idea of equal educational opportunity. Pre- and post-questionnaire surveys indicated modification of teacher attitudes, e.g., stronger belief in environmental factors over against fixed intelligence.

161. Quatrone, David F. Working-Class Boys in Innovative Secondary School Programs: Expectations and Behavior. Final Report. Cambridge, Mass., Harvard University Graduate School of Education, July 1973. 285p. ED 081 117.

Alternative Schools, Secondary Schools, Socialization, Student Attitudes, Student Behavior.

Conventional assumptions about schooling brought by students to alternative school environments must be taken into account to a greater degree than has been the practice, in order to nurture students' sense of efficacy.

162. Rapier, Jacqueline; and others. Preschool Children's Perception of Each Other in a Multicultural Classroom. 1972. 19p. ED 089 875.

Peer Acceptance, Peer Relationship, Preschool Children, Racial Factors, Socioeconomic Influences.

Preschool children's choice of playmates and peer models showed a trend of decline on bases of SES and race over a school year (although low SES and minority children were more frequently assessed as exhibiting negative behavior by their classmates throughout the year).

163. Redisch, Ann; Weissbach, Theodore A. Trait Attributions by White Students to Black Fellow Students Versus Blacks in General. Journal of Social Psychology, 92: 147-148, February 1974.

Cross Cultural Studies, Culture Contact, Racial Attitudes.

Subjects rated blacks the same as others (white) but those willing to make trait attributions to blacks made them in a negative, unfavorable manner, pointing out that contact between groups is no guarantee of more favorable intergroup attitudes (according to authors).

164. Reese, Clyde; Morrow, Robert O. Socioeconomic Mix Effects on Disadvantaged Children in Preschool Child Development Programs: Phase II. Conway, Arkansas, State College of Arkansas, 1973. 94p. ED 082 814.

Cognitive Development, Disadvantaged Youth, Longitudinal Studies, Preschool Children, Socioeconomic Influences.

Report of the second phase of a two-year research project to assess the relationship of SES mix and cognitive/social development of disadvantaged preschool children. Results: positive effects of the mix were maintained through the second year; positive effects were realized by advantaged children as well.

165. Rice, Audrey S.; and others. Person Perception, Self-Identity, and Ethnic Group Preference in Anglo, Black, and Chicano Preschool and Third-Grade Children. Journal of Cross-Cultural Psychology, 5 (1): 100-108, March 1974.

Self Concept, Self Congruence, Identification (Psychological), Perception, Ethnic Groups.

This study investigated the ethnic and racial awareness, self-identification, and ethnic group preference in Anglo, black and Chicano preschool and third grade children.

166. Roberts, Kevin; Harshbarger, Dwight. The Measurement of Black-White Adolescent Perceptions Through the Use of Varied Instructions. April 1973. 19p. ED 083 518.

Adolescents, Perception, Racial Attitudes, Racial Differences, Self Evaluation.

A study of perceived personality differences between blacks and whites. Subjects were randomly assigned to one of the following treatments: Self Description, Peer Description, Heterorace Description, Autorace Description. Findings: Instruction effect in the absence of marked race effect (race x instruction interactions were also observed). Black and white self descriptions were similar; blacks observed whites as similar, whites observed blacks as different from self.

167. Roberts, Launey F., Jr. Reciprocal Effects of Supervising Teacher and Student Teacher Attitudes. 1969. 12p. ED 083 244.

Changing Attitudes, Personal Relationships, Student Teachers, Teacher Supervisors.

A study concerned with effects of pairing student teachers with supervisors having divergent attitude scores. Results indicated, in general, little attitude effect in either direction. Author recommends human relations training for both groups emphasizing affective skills development.

168. Rodgers, Harrell A. Racial Pride and Black Children. Integrated Education, 11 (4): 62-63, July-October 1973.

Elementary School Students, Negro Students, Self Esteem, Racial Recognition, Integration Effects.

Summarizes a study which attempted to determine if black children manifested higher racial pride in a racially mixed environment and whether the type of racial mixing made any difference, using a modified doll test.

169. Rosenfeld, Lawrence B. An Investigation of Teachers' Stereotyping Behavior: The Influence of Mode of Presentation, Ethnicity, and Social Class on Teachers' Evaluation of Students. Albuquerque, New Mexico, University of New Mexico, Department of Speech Communication, October 1973. 136p. ED 090 172.

Mexican Americans, Social Psychology Stereotypes, Teacher Attitudes.

This study focused on teachers' stereotyping behavior and found that teacher subjects did stereotype (using a semantic differential based on a random sample of teachers' evaluative criteria) on the bases of ethnic and SES cues, visual and particularly auditory.

170. Ross, Sandra F. A Study to Determine the Effect of Peer Tutoring on the Reading Efficiency and Self Concept of Disadvantaged Community College Freshmen: Final Report. Fort Worth, Texas, Tarrant County Junior College District, October 1972. 52p. ED 081 415.

Compensatory Education Programs, Disadvantaged Youth, Junior Colleges, Peer Teaching, Remedial Reading Programs, Self Concept Tests.

Among junior college freshmen, a program of peer tutoring brought about both reading and self concept gains among both tutees (first semester students) and tutors (second semester students).

171. Roung, Israel. Lapp Schools, Teacher Education and Trans-Cultural Studies. 1972. 8p. ED 092 277. Not available separately but as part of ED 092 272. Hard copy available from Center for Northern Education Research, University of Alaska, Fairbanks, Alaska 99701 ($5.95).

Culture Conflict, Indigenous Personnel, Program Descriptions, Regional Schools, Teacher Education.

An historical account of the education of Lapps in Sweden. Twentieth Century reform has

adapted education to the native culture, realizing the economic significance of ethnic education for the Lapps.

172. Royer, Margorie; May, Charles R. Teaching Culturally Shocked Students. Theory Into Practice, 12 (4): 259-262, October 1973.

Culture, Culture Conflict, Cultural Education, Cultural Pluralism, Reading Skills.

Authors describe a high school reading class at Indiana State University Laboratory School for culturally disadvantaged students which begins with the teacher first listening to each student -- often outside of class.

173. Rubin, Roger H. Adult Male Absence and the Self-Attitudes of Black Children. Child Study Journal, 4 (1): 33-46, 1974.

Self Concept, Lower Class Males, Racial Differences, Negro Youth, Fatherless Family.

The frequent absence of adult males from the household of lower class blacks reportedly results in boys perceiving themselves as less worthwhile than boys who live with adult males or girls. Support was not found for this hypothesis in a Philadelphia study of 280 black, preadolescents, which used self-attitude measures.

174. Rubin, Roger H. Community and Family Violence: Educational Implications for Student Involvement in a Black Community. College Student Journal, 7 (1): 97-101, January-February 1973.

College Students, Black Community, Violence, Student Projects, Community Involvement.

This descriptive report on violence is based on the involvement of white university students in a black community. Their exposure to violence in institutionalized and overt form poses questions concerning the role of universities and students in similar projects.

175. Ryans, David G. Characteristics of Teachers in Relation to Financial and Cultural Conditions of their Childhood Homes. 1972. 42p. ED 086 700.

Cross Cultural Studies, Teacher Background, Teacher Behavior, Teacher Characteristics, Teacher Experience.

An investigation, based on a national random sample, of teacher characteristics and their self-reported SES background. Results: above average background teachers scored higher in originality, verbal facility, logic; low status background teachers scored lowest on religious value, work conformance; average background teachers scored highest on work and conformance. Both high and low SES background teachers showed greater tendency toward innovation.

176. Samuels, Shirley C. An Investigation Into the Self Concepts of Lower- and Middle-Class Black and White Kindergarten Children. Journal of Negro Education, 42 (4): 467-472, Fall 1973.

Self Concept, Social Differences, Racial Differences, Kindergarten Children, Family Influence.

In order to determine the influence of race and socioeconomic status on the self concepts of five year old children, a sample of 93 children randomly chosen from a heterogeneous total kindergarten population of 417 children attending a central school district in a New York City suburb were tested.

177. Sandstrom, Roy H., Ed. Clash of Cultures: A Report of the Institute on "The American Indian Student in Higher Education" (St. Lawrence University, July 1972). Canton, N.Y., St. Lawrence University, July 1972. 132p. ED 085 147.

American Indians, Community Development, Higher Education, Teacher Education, Workshops.

A guide for American Indian students and a resource for teachers. Specific topics include: considerations of potential American Indian college candidates (admissions, finance, counseling, curriculum, vocational training, etc.). Proposes three model teacher education programs and includes sociological/historical aspects of contemporary American Indian life.

178. Schulman, Jerome L.; and others. A Classroom Program to Improve Self-Concept. Psychology in the Schools, 10 (4): 481-486, 1973.

Self Concept, Self Concept Tests, Self Esteem, Human Relations Units, Student Development.

Describes a mental health program that makes use of teacher-taught materials that do not require extensive preparation by the teachers. The program attempts to alter personality through the use of techniques that promote education in mental health and experimentation with group and individual behavior.

179. Schwartz, Carol Suzanne Lewis. The Effect of Selected Black Poetry on Expressed Attitudes Toward Blacks of Fifth and Sixth Grade White Suburban Children. 1972. 141p. ED 082 186. Available from University Microfilms, Box 1764, Ann Arbor, Mich. 48106 (Order no. 73-12, 594, MF-$4.00; Xerox-$10.00).

Discussion (Teaching Technique), Negro Literature, Poetry, Racial Attitudes, Story Telling.

A study to relate white elementary students' attitudes toward blacks and exposure to oral reading of black poetry. There was some evidence of attitude change, especially among those children who were read to by a story teller rather than their teacher.

180. Sciara, Frank J.; Jantz, Richard K. An Attempt to Measure Pre-Service Teacher Attitude Utilizing an Empathy Toward Poverty Scale. Muncie, Ind., Ball State University, Teachers College, December 1973. 12p. ED 088 958.

Economic Disadvantagement, Elementary School Teachers, Rating Scales, Teacher Attitudes, Test Construction.

Describes the construction of an evaluative instrument (Sciara-Jantz Empathy Towards Poverty Scale), from data taken from groups of students in three training programs: 1) a program in teaching the disadvantaged, 2) an elective class in inner city education, 3) a regular elementary school training program.

181. Sciara, Frank J. Project BIG (Black Image Growth). Model Cities Schools, Indianapolis Public Schools. Final Report. Indianapolis, Ind., Indianapolis Public Schools, July 1972. 22p. ED 094 010.

Changing Attitudes, Inner City, Negro Studies, Self Esteem.

Describes a program to enhance self pride in black, Indiana fourth graders by emphasizing black Indiana history in various curricular modes. According to the Piers-Harris Children's Self Concept Scale, pre and post, children exposed to the program showed a 10% gain in self esteem over those not exposed.

182. Sciara, Frank J.; Jantz, Richard K. The Sciara-Jantz Empathy Towards Poverty Scale. Muncie, Ind., Ball State University, Teachers College, December 1973. 4p. ED 088 959. Not available separately but as part of ED 088 958, by the same authors.

Economic Disadvantagement, Teacher Attitudes, Tests.

Describes a questionnaire designed to evaluate teachers' attitudes toward the disadvantaged.

183. Sedlacek, William E.; and others. Racial Attitudes of White University Students and Their Parents. Journal of College Student Personnel, 14 (6): 517-520, November 1973.

Racial Attitudes, Race Relations, Student Attitudes, Changing Attitudes, Parent Attitudes, Ethnic Relations.

A racial attitude scale was administered to incoming white freshmen and their parents. Results indicated that both students and parents had generally negative attitudes toward blacks, but parents were more negative than students to some situations. Implications for race relations training programs are discussed.

184. Seney, Heidi. Black Studies, Sure, But . . . Learning, 2 (1): 72-73, September 1973.

African American Studies, Ethnic Studies, Black Community.

A Berkeley teacher speaks out about the subsequent problems and dangers as she sees them.

185. Shaw, Marvin E. Changes in Sociometric Choices Following Forced Integration of an Elementary School. Journal of Social Issues, 29 (4): 143-158, Fall 1973.

School Integration, Racial Attitudes, Race Relations, Integration Effects, Sociometric Techniques.

Sociometric questionnaires were administered to all pupils in the fourth, fifth and sixth grades in an elementary school in February 1970, again in June 1970, and again to fifth

and sixth grade pupils in February 1971. Results indicate that a relatively low proportion of minority members (black or white) is most effective in improving interracial relations.

186. Shipman, Virginia C.; Gilbert, Lynn E. Brown IDS Self-Concept Referents Test; Technical Report 2. Disadvantaged Children and their First School Experiences. ETS-Head Start Longitudinal Study. Technical Report Series. Princeton, N.J., Educational Testing Service, December 1972. 18p. ED 081 815. Not available separately but as part of ED 081 813.

Disadvantaged Youth, Measurement Instruments, Preschool Tests, Self Concept Tests, Student Testing.

A longitudinal study based on the Brown IDS Self-Concept Referents Test. Data indicated marginally significant age differences, no significant sex differences, and siginificant age x SES and SES x year interactions.

187. Sikula, John P.; and others. Value Changes in Black and White University Interns. Toledo, Ohio, University of Toledo, April 1974. 17p. ED 089 167.

College Students, Individual Development, Personal Values, Race Relations.

Student teachers (black and white) were surveyed in regard to values at the beginning and end of their training programs. Fewer significant differences existed between groups at the end of the program.

188. Sherwood, Charles F. The Effect of Faculty Desegregation on Teachers' Attitudes Toward Their Pupils. 1972. 6p. ED 086 710.

Faculty Integration, Teacher Attitudes, Teacher Influence, Teacher Integration.

Area of the investigation contained a number of schools identified as predominantly black, Cuban, or native white and where the teaching staff had been integrated. A semantic differential scale administered to a sample of teachers from six schools two years after desegregation revealed that there was no significant difference in attitudes of teachers toward the three groups of children at either primary or intermediate level.

189. Sherwood, Charles F. Needs of Reading Teachers in a Tri-Ethnic District. 1974. 9p. ED 095 191.

Cultural Factors, Racial Differences, Reading, Student Needs, Teacher Attitudes.

Author administered a questionnaire to teachers in schools having populations predominantly white, black or Cuban to determine whether teachers were aware of the differential needs of the students. Teachers in each type of school responded similarly, indicating an acute awareness of the importance of taking into account individual needs, methods of assessment, curricular adaptation.

190. Silver, Catherine Bodard. Black Teachers in Urban Schools; the Case for Washington, D.C. 1973. 222p. ED 084 335. Available from Praeger Publishers, 111 Fourth Ave., New York, N.Y. 10003 ($16.50).

Negro Teachers, Teacher Attitudes, Teacher Behavior, Urban Schools.

A book concerning black elementary school teachers and black students (in Washington, D.C.). Addresses urban education problems which cannot be linked to racial differences between teachers and students. Suggestion of the existence of a defensive subculture among teachers which helps increase their job satisfaction by helping them to adapt to personally and professionally difficult situations but which may have negative effects on students.

191. Silverman, Irwin; Shaw, Marvin E. Effects of Sudden Mass School Desegregation on Interracial Interaction and Attitudes in One Southern City. Journal of Social Issues, 29 (4): 133-142, Fall 1973.

School Integration, Racial Integration, Racial Attitudes, Race Relations.

The extent to which blacks and whites interacted socially on school grounds and their attitudes toward each other were ascertained across time during the first semester of an integration program in three Southern secondary schools. Several effects on both variables related to race, sex and grade level are reported.

192. Simon, Rita James. An Assessment of Racial Awareness, Preference, and Self Identity Among White and Adopted Non-White Children. 1973. 22p. ED 091 484.

Adopted Children, Caucasians, Foster Family, Negro Youth, Surveys.

A survey of a large sample of white families who have adopted non-white childre. Findings indicated that young children -- both white natural children as well as their non-white adopted siblings -- maintained clear perceptions of their racial identities but associated "white" with attractive, positive characteristics less frequently than other black and white children.

193. Singh, Jane M.; Yancey, Anna V. Racial Attitudes in White First Grade Children. Journal of Educational Research, 67 (8): 370-372, April 1974.

Racial Attitudes, Grade 1, Caucasians, Student Attitudes.

194. Soares, Anthony T.; Soares, Louise M. Self-Perception as Affective Dimensions of Student Teaching. April 1974. 8p. ED 088 885.

College Supervisors, Cooperating Teachers, Interpersonal Relationships, Perceptions, Student Teachers.

This evaluation revealed that interns' self concepts as prospective teachers were similar to the perceptions of their college supervisors but dissimilar to the perceptions of the cooperating teachers. Ratings by both professional groups were lower than predicted by the students.

195. Soares, Anthony T.; Soares, Louise M. Significant Others and Self-Perceptions of Disadvantaged Students. April 1974. 8p. ED 094 025.

Parent Attitudes, Secondary School Students, Self Concept, Social Differences, Teacher Attitudes.

This study attempted to relate students' self concepts, reflected self concepts, and others' perceptions. Disadvantaged subjects showed higher self concepts than advantaged subjects (though all were high in this study); reflected self concepts appeared to be a function of self concepts; parents' perceptions closely matched offsprings' self concepts; teachers' perceptions were very different, teachers rating disadvantaged subjects much lower.

196. Social Studies and the Disadvantaged. Austin Texas, Texas Education Agency, Division of Program Development, February 1972. 57p. ED 086 564.

Curriculum Development, Curriculum Research, Educationally Disadvantaged, Slow Learners, Social Studies.

A report on research and practice for those working with disadvantaged children as well as for those teaching about the disadvantaged. Includes social studies curriculum, teaching strategies and materials and information about and for teachers of the disadvantaged.

197. Sowell, Thomas. The Plight of Black Students in the United States. Daedalus, 103 (2): 179-196, Spring 1974.

Negroes, Student Experience, African American Studies.

A review is presented of the literature discussing the issues of open admissions, black studies, and faculty quotas, as well as black students' experiences in higher education.

198. Spencer, Margaret Beale; Horowitz, Frances Degen. Effects of Systematic Social and Token Reinforcement on the Modification of Racial and Color Concept Attitudes in Black and in White Preschool Children. Developmental Psychology, 9 (2): 246-254, September 1973.

Preschool Children, Racial Attitudes, Racial Discrimination.

199. Stanfield, James D. Socioeconomic Status as Related to Aptitude, Attrition, and Achievement of College Students. Sociology of Education, 46 (4): 480-488, Fall 1973.

Socioeconomic Influences, Testing Problems, Negroes.

Black college students from three socioeconomic levels were compared on the variables of Scholastic Aptitude Test (SAT) scores, attrition after a two year period, grade point averages (GPA) and correlation between SAT and first semester GPA. The middle socioeconomic group consistently performed most poorly in regard to GPA.

200. Statt, David. A Cross-National Survey of the Needs and Aspirations of Youth. Youth and Society, 5 (2): 131-183, December 1973.

Youth, Individual Needs, Cross Cultural Studies, Surveys, Aspiration.

Reports an analytical study of the world social situation of youth, describing the needs and aspirations of youth and the most effective methods of meeting those needs; data were obtained from 58 adults and 1738 young people between the ages 14 and 25 in 15 countries, chosing according to geographical distribution.

201. Steelman, Cecile A.;Murphy, Mervyn J. Increasing Compatibility in Desegregated Schools Between Elementary Educational Practices, the Curriculum, and the Concept of Whiteness. San Francisco, Calif., San Francisco Unified School District, September 1972. 41p. ED 085 449.

Elementary Education, Elementary School Curriculum, Race Relations, School Integration.

A report of a 1972 workshop on ethnic education held by the San Francisco Unified School District. Proceedings included the city as a socializing institution; traditional role and authority of the public school; new educational concepts; desegregation; and so forth.

202. Stern, Etta G.; MacLennan, Beryce W. Conversations in Color: Desegregation in Classroom. Journal of Non-White Concerns, 1 (4): 172-180, July 1973.

School Integration, Seminars, Racial Attitudes, Race Relations, Racial Integration.

The discussions arising from a biracial seminar for teachers, counselors and administrators about to be involved in the desegregation of a large school system are reported in this article. The five, three-hour sessions included discussions of problems in integroup relations, human relationships and school desegregation.

203. Stern, Etta G.; MacLennan, Beryce. Integrating Minority and Majority Youth: A Socio-Drama Group as a Human Relations Model. Journal of Non-White Concerns in Personnel and Guidance, 2 (3): 146-155, April 1974.

204. Stewart, Ida Santos. Cultural Differences in the Attributions and Intentions of Anglos and Chicanos in an Elementary School. April 1974. 28p. ED 088 627.

Anglo Americans, Cultural Differences, Mexican Americans, Student Teacher Relationship, Values.

This study concerns 1) assumptions and 2) intentions of Anglo teachers, children, parents and Chicano children and parents in regard to one another. Findings suggest complex differences which do not indicate simplistic educational solutions for Chicano children.

205. Stout, Robert J. Campus Attitudes: Blacks and Whites. Community College Social Science Quarterly, 4 (1): 36-37, Fall 1973.

Racial Attitudes, Campuses, Response Mode, Interpersonal Relationship, Race Relations.

Article reviews the interaction between blacks and whites, their attitudes toward each other, and the influence of the campus upon them.

206. Sullivan, Troy. A Cultural Transition. May 1974. 13p. ED 094 924. Not available separately but as part of ED 094 917.

American Indians, Cross Cultural Studies, Eskimos, Teacher Aides, Training Objectives.

Describes efforts to provide instructional aides (and training programs) for schools in Alaska. Instigated by the Bureau of Indian Affairs and based on the belief in an urgent social/economic need to educate children of a people forced into rapid adjustment to modern livign.

207. Swick, Kevin J.; Lindberg, Dormalee H. An Approach to Educating Teachers to Work With the Culturally Different. 1972. 7p. ED 090 153.

Cultural Differences, Cultural Pluralism, Effective Teaching, Teacher Education.

A description of a model for preparing student teachers to deal effectively with culturally different students. Involves knowledge, values orientation, practicum and seminar.

208. Theaman, Milton; Gadlin, Walter. Modifying Parent-Child Behavior in a Low Income Group. New York, N.Y., Psychological Service Center, 1971. 52p. ED 086 762.

Behavior Change, Changing Attitudes, Leadership Training, Low Income, Parent Child Relationship.

Describes the New York City Psychological Service Center's intervention in the United Parents Association Self Help Clinics. The objective was to modify authoritarian parent attitudes and promote self reliance/control in their children. Methodology involved parent leadership training, T-groups, with experimental and control groups.

209. Thomas, K. A. Unrealistic Development of Frames of Aspirational Reference of Rural Negro and White Girls: A Refutation of Popular Theory. College Station, Texas, Texas A & M University, Agricultural Experiment Station, August 1971. 38p. ED 091 090.

Anglo Americans, Females, Negroes, Predictor Variables, Rural Youth.

Presents data from a longitudinal study of rural, black and white, adolescent girls' expectations (marriage/family) vs. aspirations (occupation/education). Basically, trends did not show an increased integration of expectations and aspirations among any subjects, although white girls exhibited slightly more integrated attitudes throughout the study.

210. Tipton, Robert L. Problems of Cross-Cultural Communication in Developing Bilingual Bicultural Education Programs. April 1973. 16p. ED 081 038.

Biculturalism, Bilingual Education, Cultural Exchange, Cultural Interrelationships, Instructional Innovation.

The purpose of bilingual, bicultural education is the development of acceptable behaviors in more than one cultural context (rather than the changing of language/culture or elimination of all but Anglo-Saxon Protestant language/values).

Reports an analytical study of the world social situation of youth, describing the needs and aspirations of youth and the most effective methods of meeting those needs; data were obtained from 58 adults and 1738 young people between the ages 14 and 25 in 15 countries, chosing according to geographical distribution.

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The purpose of bilingual, bicultural education is the development of acceptable behaviors in more than one cultural context (rather than the changing of language/culture or elimination of all but Anglo-Saxon Protestant language/values).

211. Toomer, Jethro W.; Orson, Clare M. Beyond Being Black: Programs and Identification. Negro Educational Review, 25 (1): 18-37, January 1974.

Identification (Psychological), Changing Attitudes, Elementary School Students, Young Adults, Negro Attitudes.

Reports two studies investigating first whether a structured intervention program can help reduce racial prejudice of both black and white children, and second, the strength and direction, if any, of the relationship between black identification, outgroup attitudes and willingness to associate with outgroup members.

212. Troutman, Benjamin I., Jr. Assessing the Impact of a Secondary School Ethnic Relations Unit: Results and Implications. 1973. 15p. ED 090 105.

Anthropology, Changing Attitudes, Cross Cultural Studies, Intergroup Relations, Racial Attitudes.

Report on a secondary school study unit designed to facilitate inter-group relations by emphasizing affective involvement activities. Later evaluation of inter-group relations found student sensitivity to the program and ethnic classroom composition to be the most important success factors.

213. Wahab, Zaher. Barrio School: White School in a Brown Community. December 1973. 14p. ED 092 295.

Acculturation, Cultural Background, Educational Policy, Mexican Americans, School Environment.

Premises of this paper are: the school is an agent for sociocultural transmission; school is responsible for acculturation of minorities; existent value base of U.S. schools is in sharp contrast to the value base of the Mexican American. Discusses aspects of Chicano lifestyle and value system and recommends policy changes in U.S. schools (bilingual/ bicultural education, Chicano personnel, re-education of all school personnel).

214. Wahab, Zaher. Teacher-Pupil Transaction in Bi-Racial Classrooms: Implications for Instruction. 1973. 14p. ED 092 294.

Anglo Americans, Elementary School Students, Intermode Differences, Mexican Americans, Student Teacher Relationship.

A study to relate teacher-student interactions in a racially mixed school and students' attitudes and achievement. A 7-category interaction classification was used and data was collected by several means (interaction analysis schemes, observation, questionnaires, etc.). Among results: teachers interacted most with Anglo boys, least with Chicano girls. Teachers interacted more with boys than girls.

215. Washington, Kenneth. Self-Concept Development: An Affective Educational Experience for Inner-City Teachers. Young Children, 29 (5): 305-310, July 1974.

Self Concept, Inservice Education, Instructional Improvement, Urban Teaching, Teacher Education.

An instructional technique is suggested which can be used in both preservice and inservice training programs to enhance teachers' understanding of the need to help inner city children develop positive self concepts.

216. Washington, Kenneth. White Counselors and Black Students: An Analysis of the Problems Faced by Each. Notre Dame Journal of Education, 4 (4): 322-327, Winter 1973.

Guidance Personnel, Negroes, Student Teacher Relationship.

A review of the black experience, related literature, and general black disenchantment with guidance reveals a need for preservice programs that address the cultural and experiential difference between white guidance counselors and black high school students.

217. Washington, Kenneth. An Analysis of the Attitudes of Prospective White Teachers Toward the Inner-City Schools. 1968. 12p. ED 083 176.

Changing Attitudes, Preservice Education, Suburban Schools, Teacher Attitudes, Urban Education.

A two-part study to assess attitudes of white teachers in training toward inner city schools. Using Osgood's Semantic Differential, white subjects -- before exposure to inner city schools -- held positive attitudes toward suburban schools and negative attitudes toward inner city schools. Exposure to inner city schools had an effect (statistically insignificant): improved attitudes toward inner city schools and increase in negative attitudes toward suburban schools.

218. Weldon, David E.; and others. A Laboratory Test of the Effects of Culture Assimilation Training. Illinois Studies of the Economically Disadvantaged. Technical Report No. 20. Urbana, Ill., University of Illinois, Department of Psychology, March 1974. 42p. ED 095 249.

Changing Attitudes, Race Relations, Role Perception, Supervisory Training, Training Techniques.

White males were randomly assigned to either a culture assimilation training group or an untrained group. Each subject was then assigned to work with a hardcore unemployed black who was asked to rate the subject on a number of indices of interpersonal relationship effectiveness. Trained subjects were judged more perceptive and tolerant; however, behavior of white subjects did not appear favorably altered.

219. Wenkowski, Charlene. Black White Attitudes of Advisability of Opposite Race Reactions. Journal of College Student Personnel, 14 (4): 303-308, July 1973.

Race Relations, Negro Attitudes, Student Attitudes, College Students, Peer Acceptance.

The purpose of this study was to investigate attitudes of black students toward whites in the overwhelmingly white community of Pennsylvania State University and to investigate white students' understanding of those black attitudes.

220. White, Louise R. Effective Teachers for Inner City Schools. Journal of Negro Education, 42 (3): 308-314, Summer 1973.

Negro Students, Inner City, Educational Needs, Teaching Quality.

Describes and analyzes the educational needs of minority children within the inner city as well as proposes means by which effective teachers can be trained to meet these needs.

221. Wilkins, William E. Teacher Expectations and Classroom Behaviors. Brockport, N.Y., State University of New York, College at Brockport, 1972. 33p. ED 090 236.

Academic Achievement, Educational Research, Student Ability, Student Motivation, Teacher Attitudes.

This study sought to measure the relationship between teacher expectation and student achievement. Children were ranked on ability according to several measures. Hypotheses that experimental subjects would receive differential treatment by teachers and show gains in academic growth greater than controls were rejected.

222. Williams, Robert, O.; Findley, Dale. Teacher Preparation for Urban Schools. Marquette University Education Review, 4 (2): 32-37, Fall 1973.

Teacher Education, Urban Schools, Urban Teaching.

This article discusses, with reference to several studies of the early 1960's, the problem of the university's inability to train teachers for urban schools and suggests steps for changes in these teacher programs.

223. Willie, Charles V.; Beker, Jerome. Race Mixing in Public Schools. Praeger Special Studies in U.S. Economic, Social and Political Issues Series. 1973. 97p. Available from Praeger Publishers, 111 Fourth Ave., New York, N.Y. 10003 ($10.00).

Racial Integration, School Integration, Social Adjustment, Social Integration, Student Adjustment.

This book, based on the records of trained observers, examines the social adjustment of students in 4 Northern integrated schools. It addresses various questions: factors which hinder adjustment, school climate, contributions of teachers and administrators and community groups to the integration process, the relationship between adjustment and race and class.

224. Withycombe, Jeraldine S. Relationships of Self-Concept, Social Status, and Self-Perceived Social Status and Racial Differences of Paiute Indian and White Elementary School Children. Journal of Social Psychology, 91: 337-338, December 1973.

Racial Differences, Self Concept, Social Status, American Indians.

225. Wolkon, Kenneth A.; Clarke, Cleveland O. Attitude and Value Change in Minority Teacher-Trainees in an Intensive Teacher Training Program. Boston, Mass., Boston Public Schools, Boston State College, and Massachusetts State Department of Education. 32p. ED 095 098.

Attitudes, Minority Group Teachers, Personal Values, Teacher Education.

Describes a teacher training program for minority group college graduates, designed to re-orient attitudes and values. Author deemed program successful in fostering attitudes congruent with good teaching; more success with trainees for elementary than secondary education.

226. Wynn, Cordell. A Position Paper on Teacher Competencies for Cultural Diversity in Connection with the AACTE Multicultural Education/Competency-Based Teacher Education Project. 1974. 29p. ED 091 389.

Cultural Pluralism, Educational Improvement, Educational Policy, Effective Teaching, PBTE.

Program suggestions for training teachers of children of diverse cultural backgrounds. Include: reflection of life in a pluralistic society; replacing content objectives with behavioral objectives; stress on competencies needed by cross-cultural teachers; employment of members of various ethnic groups in training programs; aid to school districts in establishing effectiveness centers.

227. Yawkey, Thomas D.; Blackwell, Jacqueline. Attitudes of Four-Year-Old Urban Black Children Toward Themselves and Whites Based upon Multi-Ethnic Social Studies Materials and Experiences. Journal of Educational Research, 67 (8): 373-377,

Negro Youth, Childhood Attitudes, Self Concept.

228. Zingle, Harvey. Developing Understanding of Self and Others (DUSO) in Elementary School Children. 1972. 13p. ED 094 298.

Classroom Guidance Programs, Developmental Guidance, Elementary School Guidance, Pupil Personnel Workers, Teacher Role.

A guidance model designed for the relatively healthy child as well as the troubled. Planned to bring about awareness of relationship to others, own needs, goals, and so forth.

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